



Atlantic Provinces Special Education Authority

Annual Report 2011-2012



TWENTY-THIRD ANNUAL REPORT

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Mission, Vision and Guiding Principles

MISSION

We provide educational services, in collaboration with our partners, to support children and youth from birth to 21 who are blind/visually impaired (BVI) and/or deaf/hard of hearing (DHH).

VISION

We support families and the public school system in the education of children and youth who are blind/visually impaired (BVI) and/or deaf/hard of hearing (DHH). Our professional commitment focuses on providing comprehensive educational opportunities, which lead to the highest potential for independence, self-sufficiency and productive, fulfilling lives.

GUIDING PRINCIPLES

Key organizational principles guide the design, implementation and evaluation of educational services. We are:

- child-focused and family-centered
- collaborative, involving the student, family, teachers and other professionals
- supportive of independence and self-advocacy
- committed to equality of educational opportunity
- research and evidence-based
- accountable for learning outcomes
- guided by provincial policies, procedures and guidelines
- future-oriented, flexible and innovative



Atlantic Provinces Special Education Authority
Commission de l'enseignement spécial
de provinces de l'Atlantique
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August 1, 2012

Chair and Board of Directors
Atlantic Provinces Special Education Authority

In accordance with the Regulation 43 of the *APSEA Act*, I submit herewith this report on the Atlantic Provinces Special Education Authority (APSEA) for the school year ending July 31, 2012.

Respectfully submitted,

A handwritten signature in black ink that reads 'Bertram Tulk'. The signature is fluid and cursive, written over a horizontal line.

Bertram Tulk, EdD
Superintendent

Serving Children and Youth who are Deaf, Hard of Hearing, DeafBlind, Blind or Visually Impaired

Board and Committees

BOARD OF DIRECTORS

New Brunswick

Wendy McLeod-MacKnight
Deputy Minister of Education and Early
Childhood Development

Zoë Watson
Assistant Deputy Minister

Pam Gagnon
Parent Representative

Nova Scotia

Rosalind Penfound (August 2011-May 2012)
Deputy Minister of Education

Frank Dunn (appointed June 2012)
Acting Deputy Minister of Education

Don Glover
Director, Student Services

Christine Grimm
Parent Representative

Newfoundland and Labrador

Darrin Pike
Deputy Minister of Education

Dan Goodyear
Director, Student Support Services Division

Bob Gardiner
Director, School Services Division

Prince Edward Island

Dr. Alex (Sandy) MacDonald, Chair
Deputy Minister of Education and Early
Childhood Development

Julia Gaudet
Leader of Student Services/Eastern District

Brenda Millar
Director of Student Services/Western Board

EXECUTIVE COMMITTEE

New Brunswick

Wendy McLeod-MacKnight, Treasurer
Deputy Minister of Education and Early
Childhood Development

Nova Scotia

Rosalind Penfound, Vice-Chair (Aug. 11-May 12)
Deputy Minister of Education

Frank Dunn (appointed June 2012)
Acting Deputy Minister of Education

Newfoundland and Labrador

Darrin Pike, Secretary
Deputy Minister of Education

Prince Edward Island

Dr. Alex (Sandy) MacDonald, Chair
Deputy Minister of Education and Early
Childhood Development

PROGRAM ADVISORY COMMITTEE

New Brunswick

Brian Kelly
Director, Student Services

Nova Scotia

Don Glover
Director, Student Services

Kelly Hicks
Parent Representative - DHH

Ross Lloyd
Parent Representative - BVI

Newfoundland and Labrador

Dan Goodyear
Director, Student Support Services

Prince Edward Island

Glenn Edison, Chair
Director, Student Support Services

FINANCIAL ADVISORY COMMITTEE

New Brunswick

Michel Pitre
Acting Director of Financial Services

Nova Scotia

Joe MacEachern
Director, Finance Branch

Newfoundland and Labrador

Don Stapleton
Departmental Controller

Prince Edward Island

Terry Keefe, Chair
Director, Finance and Operations

TRUST FUND COMMITTEE FOR STUDENTS WHO ARE DEAF, HARD OF HEARING OR DEAFBLIND

Eve Tupper, Chair

Lori Moore, Director
Programs for Students who are Deaf, Hard of Hearing, or Deafblind

Heather Conrad
Director, Finance and Administration

TRUST FUND COMMITTEE FOR STUDENTS WHO ARE BLIND OR VISUALLY IMPAIRED

Heather Macpherson, Chair

Glenda Parsons, Director
Programs for Students who are Blind or Visually Impaired

Heather Conrad
Director, Finance and Administration

SENIOR MANAGEMENT

Superintendent

Dr. Bertram Tulk

Director, Finance and Administration

Heather Conrad

Director, Programs for Students who are Deaf, Hard of Hearing, or Deafblind

Lori Moore

Director, Programs for Students who are Blind or Visually Impaired

Glenda Parsons

Director, Assessment and Resource Services

Ann Power

Board and Committee Meetings

Board of Directors

The annual meeting of the APSEA Board of Directors was held on June 19, 2012. In addition to the annual meeting, the Board of Directors held the following meetings:

December 8, 2011
June 19, 2012

The committees listed below also met during the 2011-2012 school year:

Executive Committee

August 18, 2011
December 7, 2011
June 18, 2012

Program Advisory Committee

October 20, 2011
February 27, 2012

Financial Advisory Committee

October 28, 2011
December 7, 2011
March 12, 2012
April 12, 2012

Trust Fund Committee - DHH

October 17, 2011
May 25, 2012

Trust Fund Committee - BVI

May 25, 2012
June 4, 2012

History and Organizational Structure

The Atlantic Provinces Special Education Authority (APSEA) is an interprovincial co-operative agency established in 1975 by joint agreement among the Ministers of Education of New Brunswick, Newfoundland and Labrador, Nova Scotia, and Prince Edward Island.

The *Agreement* provided for the creation of the Atlantic Provinces Special Education Authority and authorized it to provide educational services, programs, and opportunities for persons from birth to 21 years of age with low incidence sensory impairments. This includes children and youth who are deaf, hard of hearing, deafblind, blind, or visually impaired who are residents of Atlantic Canada.

The *Agreement* is the only one of its kind in Canada and, as such, may serve as a model for service delivery at a regional level. Operational costs are shared among the four provinces.

Organizational Structure

Board of Directors

APSEA is governed by a Board of Directors of twelve persons, three from each province. A Deputy Minister of Education from each province is a permanent member of the Board. The two additional members from each province are appointed by the Lieutenant Governor-in-Council for two-year terms. The Board is responsible for overall planning and policy development for the organization.

Standing Committees of the Board

- **Executive Committee**

The Executive Committee of the Board of Directors is made up of the four Deputy Ministers of Education in Atlantic Canada and is responsible for the consideration and presentation of recommendations to the Board on major matters having an overall impact on the management and operation of APSEA.

- **Program Advisory Committee**

The Program Advisory Committee, comprised of the provincial Directors of Student Services and government-appointed members from each province, is responsible for advising the Board on matters relating to programs and services for children and youth who are deaf, hard of hearing, deafblind, blind or visually impaired.

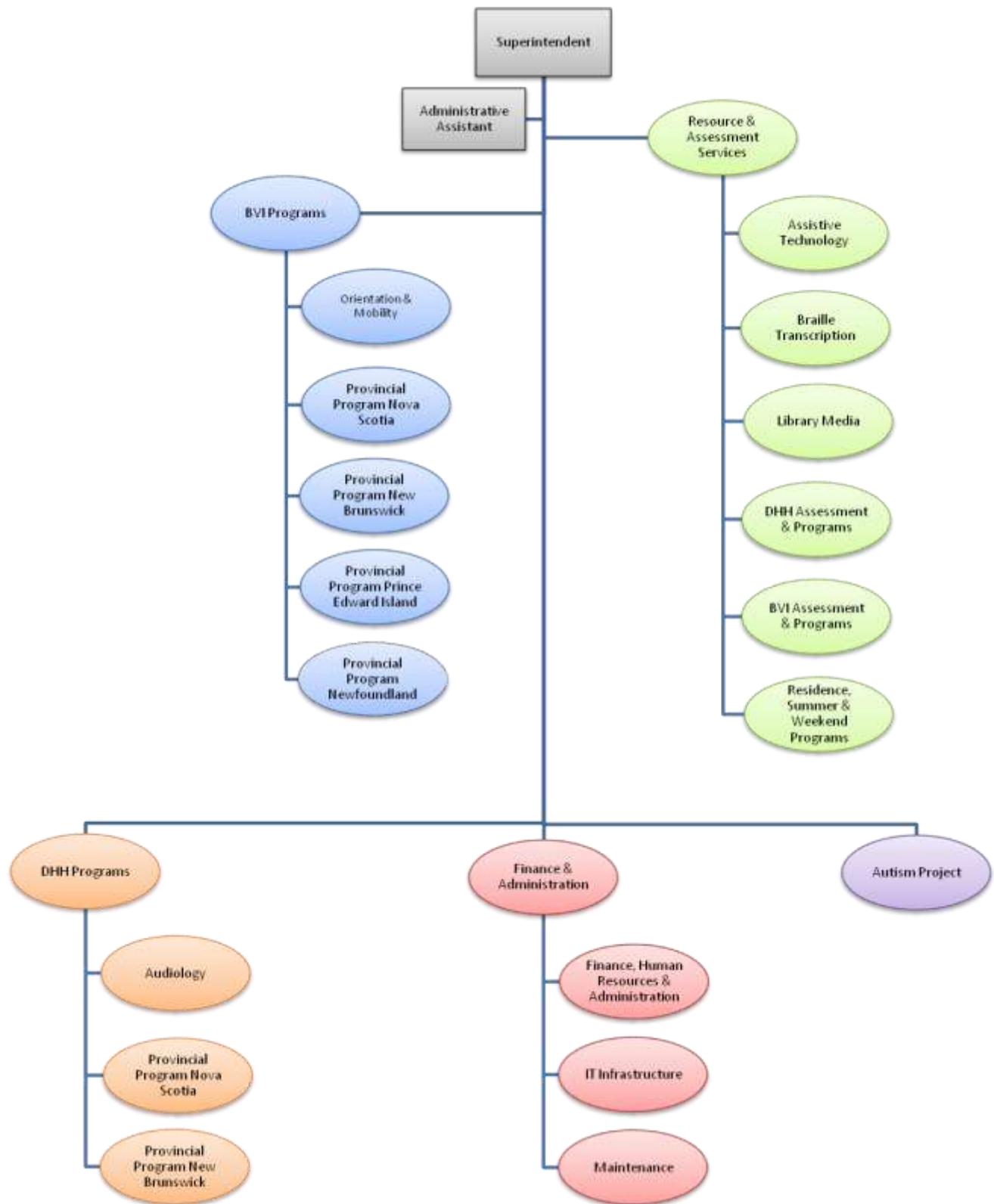
- **Financial Advisory Committee**

The Financial Advisory Committee, comprised of the Director of Finance from each Department of Education, is responsible for providing expertise and support, through the Executive Committee, to the Board of Directors in the financial management of APSEA.

- **Trust Fund Committees**

There are two Trust Fund Committees which determine how monies for scholarships, awards, or special projects will be distributed; one committee for the trust funds for children who are blind or visually impaired and one committee for the trust funds for children who are deaf, hard of hearing or deafblind. Each committee consists of three members; the Program Director, the Director of Finance and Administration, and an individual from the community. The APSEA Board of Directors is the final authority for the administration of trust funds.

Organizational Chart



Children and Youth Served by APSEA

Children and Youth Served by APSEA 2011-2012			
Children and Youth who are Blind or Visually Impaired (BVI)			
	Preschool Age	School Age	Total
New Brunswick	36	126	162
Newfoundland and Labrador	24	109	133
Nova Scotia	77	233	310
Prince Edward Island	15	39	54
Total	152	507	659
Children and Youth who are Deaf or Hard of Hearing (DHH)			
New Brunswick	34	295	329
Newfoundland and Labrador	N/A	N/A	N/A
Nova Scotia	48	508	556
Prince Edward Island	N/A	N/A	N/A
Total	82	803	885

Provincial Totals (2011-2012)			
	BVI	DHH	Total
New Brunswick	162	329	491
Newfoundland and Labrador	133	N/A	133
Nova Scotia	310	556	866
Prince Edward Island	54	N/A	54

Programs and Services

School-Age Children

Students with a diagnosed hearing loss or a diagnosed vision loss may receive either consultative or direct service, depending upon the severity of the loss and the educational implications. For all students, the itinerant teacher works in collaboration with the school team regarding strategies and accommodations to facilitate student access to the learning environment. Students receiving direct service also work with an itinerant teacher up to five hours each week for students who are deaf or hard of hearing (DHH) and up to ten hours each week for students who are blind or visually impaired (BVI) for intensive support based upon outcomes outlined in the APSEA service plan.

School-Age Children Receiving APSEA Services 2011-2012				
PROVINCE	BVI		DHH	
	Direct	Consult	Direct	Consult
New Brunswick	44	82	85	210
Newfoundland and Labrador	50	59	N/A	N/A
Nova Scotia	113	120	151	357
Prince Edward Island	14	25	N/A	N/A
Total	221	286	236	567

DHH Itinerant Teachers – Direct Service

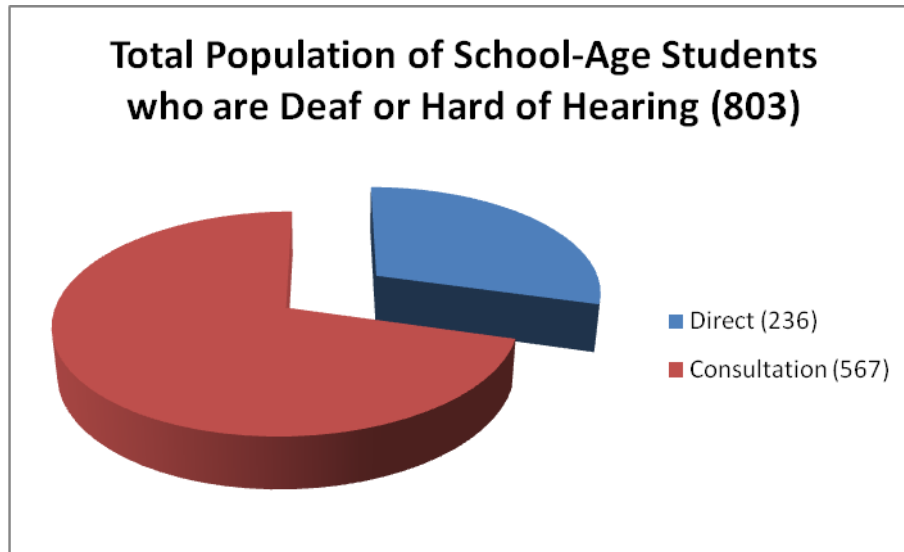
In collaboration with school personnel, APSEA itinerant teachers provided service to students in inclusive settings to promote development in the following areas: language/communication development; auditory-verbal communication skills; critical thinking skills; academic skill building strategies; social and/or emotional development; and self-advocacy skill building.

DHH Itinerant Teachers – Consultation Service

Consultation continued to be a critical component of the itinerant teacher service. Consultation to school personnel included: the provision of information about program modifications; review of, and suggestions to improve, the acoustic environment of their classrooms; and teaching techniques to use with students who are deaf or hard of hearing.

In collaboration with the school-based team, the itinerant teacher monitored the student's progress, ensured the student's classroom amplification equipment was well maintained and used properly, and attended case conferences when appropriate.

This consultative service ensured students received the necessary support at the appropriate time, in order to prevent more intensive intervention at a later date.



BVI Itinerant Teachers – Direct Service

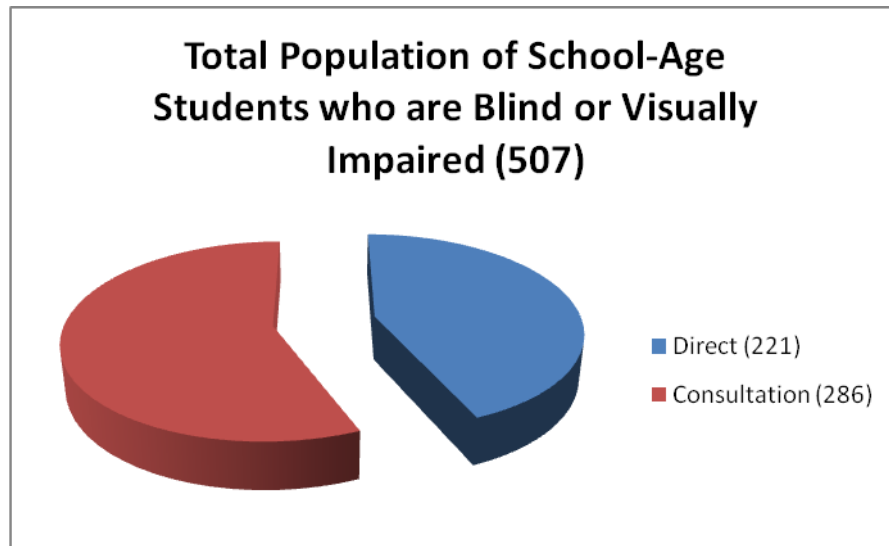
The itinerant teacher is a member of the school-based team and works in collaboration with all members to establish the necessary adaptations or strategies to ensure students can fully participate in all aspects of the Core Curriculum. Children and youth who are blind or visually impaired also require direct instruction from a teacher of students who are blind or visually impaired to address areas of the Expanded Core Curriculum (ECC) as identified through formal and informal assessments.

The ECC is the body of knowledge and skills that support the ability of students who are blind or visually impaired to function independently and develop strong skills to lead productive and successful lives. These include: skills to access the regular school curriculum, skills to function and travel with independence, recreation and leisure skills, career education, self-determination skills, social interaction skills, skills in the use of Assistive Technology and skills to maximize the use of remaining vision. The provision of direct teaching and support to individuals with vision loss is vital and must be effective to ensure these skills are well developed. The extent to which individuals who are blind or visually impaired are empowered to become independent and active in society is correlated to the success of identifying and addressing their unique educational needs.

When the delivery of a program cannot be achieved in person, a distance education program is considered. This year, braille music was offered by using a software application that provided the ability to offer real-time teaching. This program supported the need to accomplish the educational outcomes as identified in the public school curriculum while using the braille music code.

BVI Itinerant Teachers – Consultation Service

Consultative services from an itinerant teacher provided support to the school team to ensure the appropriate accommodations and adaptations were in place for a student. The itinerant teacher may work with parents, guardians, school personnel, and other service providers to provide useful information about the child's vision loss, the availability of specialized services, the implementation of strategies to support outcomes and approaches parents can use to prepare their children to function more independently.



Orientation and Mobility

Orientation and Mobility is now operating as its own department, allowing the Orientation and Mobility specialists to work as a team in the effort to maximize effectiveness of this service for students in all provinces. Orientation and Mobility training provides individuals with enhanced ability to travel safely, efficiently and independently at home, school, work, and through the community. These specialists provide individualized instruction to children and youth that may include learning skills such as using a long cane, orienting themselves to new environments, using public transportation systems, crossing streets safely, community safety, operating low vision devices and electronic travel aids, and learning to fully use one's other senses.

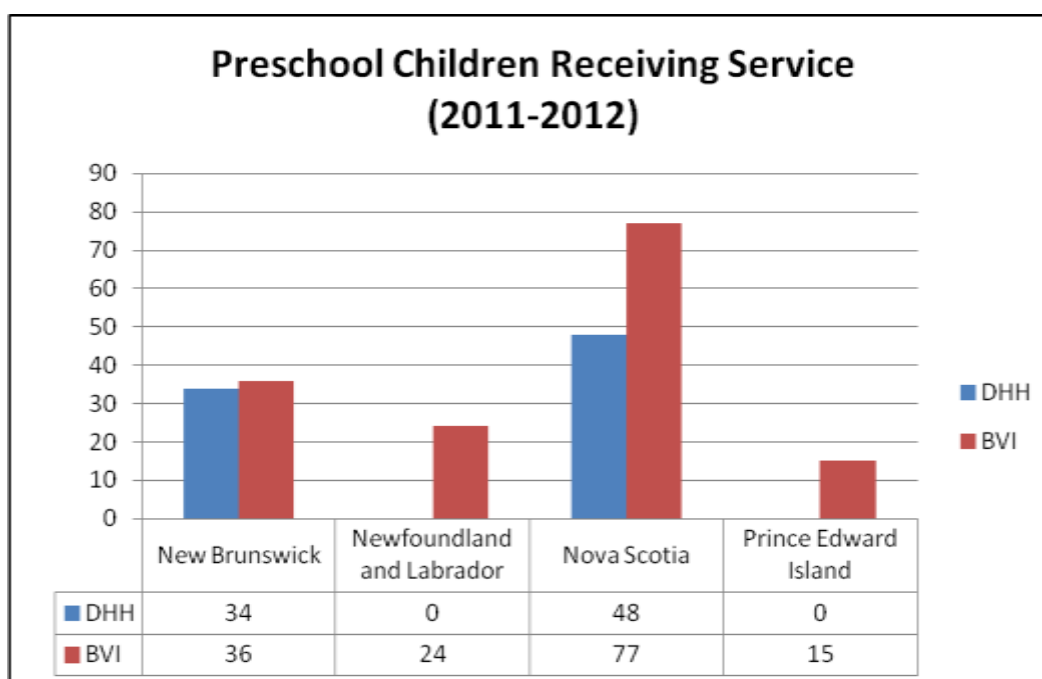
Orientation and Mobility Specialists are currently located in New Brunswick, Newfoundland and Labrador, Nova Scotia and Prince Edward Island. Additionally an Orientation and Mobility Supervisor is responsible for the provision, quality and delivery of Orientation and Mobility services in the Atlantic Provinces.

Preschool Children

APSEA provided a preschool/parent education program designed to serve the individual needs of children who are deaf, hard of hearing, deafblind, blind or visually impaired and their families during the critical development years of birth to age five. Weekly service typically began for this population as soon as the child was diagnosed with hearing or vision loss.

Through regular home visits and support in preschool or kindergarten settings, APSEA teachers worked with the family members, care givers and other professionals to create a program plan for learning and skill development for each child.

During the 2011-2012 school year, APSEA provided service to 82 preschool children who are deaf or hard of hearing and 152 preschool children who are blind or visually impaired.



Transition Services

With the support of the transition planning facilitator, students are provided with opportunities to investigate choices after high school and plan their career path in order to maximize their options while addressing the potential barriers they may face as a result of their hearing or vision loss.

DHH Transition Planning Facilitators

There were two Transition Planning Facilitators for students who are deaf or hard of hearing during the 2011-2012 school year. One position was located in Nova Scotia, and the other was in New Brunswick. The NS service was suspended during the 2011-2012 school year as a result of a position vacancy due to staff illness.

The NB Transition Planning Facilitator collaborated with APSEA staff, school district/board staff and community agencies to provide support to students and families in the development of individual Transition Plans. She also provided transition planning services to eight (8) graduating students in NS.

This was achieved through:

- transition interviews which were conducted with each student individually to determine the level of linguistic competence in the area of career development;
- regional transition meetings to bring together students, parents, school personnel (guidance, co-op, student services, principals, teachers, etc.), government programs (Human Resources and Development – NB, Advanced Education & Labour, Training & Employment Support Services, Visible Abilities), university and community college personnel, community agencies (as appropriate) and APSEA staff (as involved) to share information and resources in a collaborative way;
- DHH Career Week Program which focused on giving students exposure to different career options and paths, introduction of labour market vocabulary and concepts, and simulations of interviews, participating in a job shadowing experience, and creating resumes.

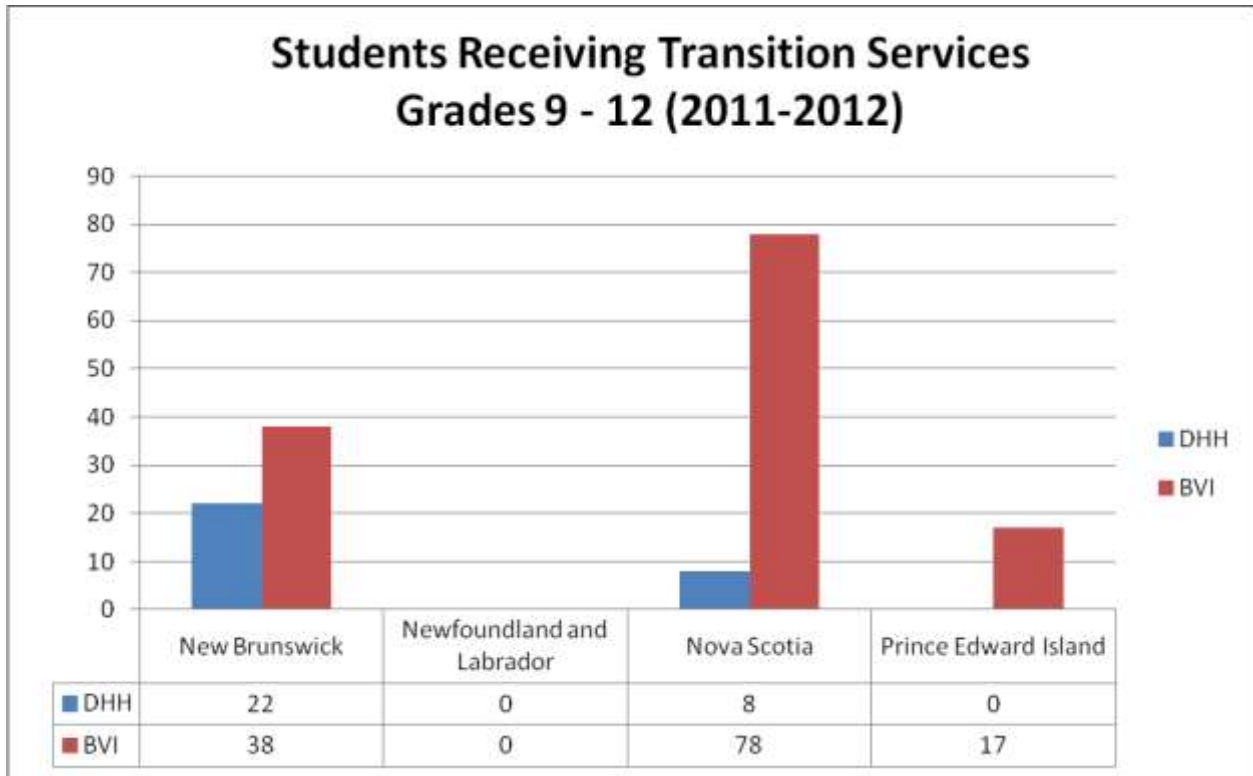
The NB Transition Planning Facilitator also offered presentations to stakeholders, networked with employers, community colleges, universities and government agencies, and was a member of the Employment Action Plan Committee with the Premier's Council on the Status of Persons with Disabilities.

BVI Transition Planning Facilitators

There were two Transition Planning Facilitators for students who are blind or visually impaired during the 2011-2012 school year. One position provided support to students in Nova Scotia and the other provided support to students in New Brunswick and Prince Edward Island.

The Transition Planning Facilitator for Students who are Blind or Visually impaired worked collaboratively with program planning teams (including students) to augment curriculum based occupational planning with disability specific and individualized outcomes in order to maximize preparation for successful post secondary, employment, and independent living. The service is highly individualized and disability specific. Transition consultation and planning provided to students who are blind or visually impaired begins in grade nine.

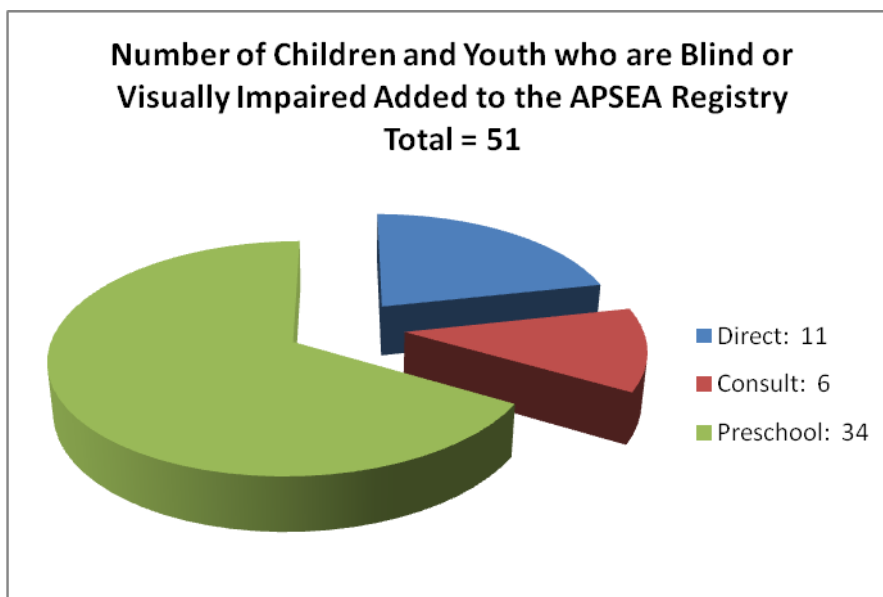
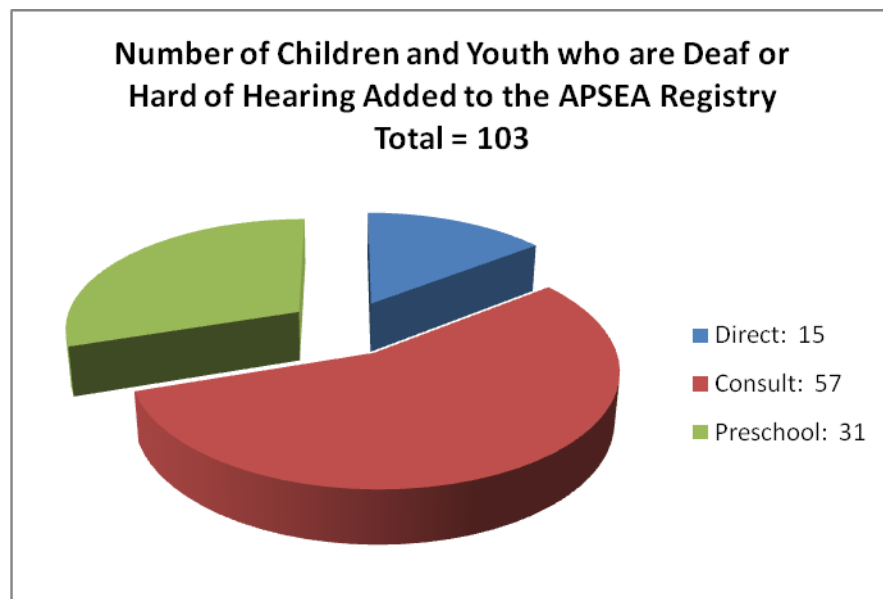
Consultation, in cooperation with the school team, may include the facilitation of employability skill development, occupational planning, referral to appropriate community resources and agencies, access to appropriate sources of funding for assistive technology, and connection with student services personnel at the post secondary level.



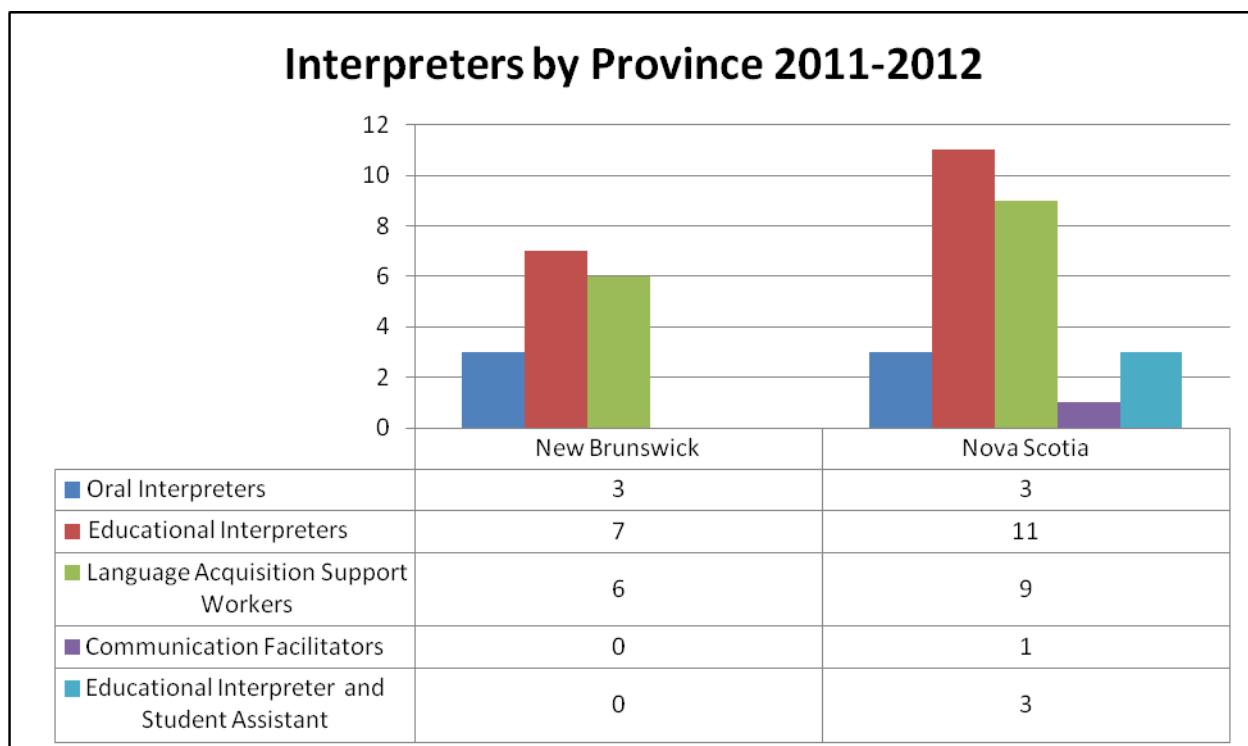
* In Nova Scotia 51 DHH students were eligible for transition services, however, due to staff illness, only 8 received service.

Additions to the APSEA Registry

Referrals for service were made through schools or health agencies. Eye reports were required for referrals for children and youth who are blind or visually impaired and audiograms were required for service for children and youth who are deaf or hard of hearing. Once referrals for service were received at the APSEA Centre and approved by the Director of Programs as meeting APSEA criteria for service, the provincial supervisors worked with itinerant teachers to determine whether the service would be direct or consultative based upon observations and assessments.



Interpreters by Province



Educational Interpreters (EI/OI)

In collaboration with the classroom teacher, and under the direction of the APSEA itinerant teacher, the educational interpreter provided oral/sign interpretation between students who are deaf and persons who are hearing. They also provided tutorial support.

Language Acquisition Support Workers (LASW)

The role of the LASW is to facilitate language acquisition in the student through discussion and questions in the educational environment. The LASW strives to increase the student's vocabulary, syntax and critical thinking as it relates to language by bringing classroom activities and discourse to the student's linguistic level and building on this foundation. They facilitate communication for the student during educational opportunities which happen outside the classroom. They interact with the student to focus his/her attention on relevant information, guide appropriate responses, advise the student of social expectations as they relate to language, including but not limited to turn taking, vocalization and how language is influenced by social distance. The LASW provided educational tutorial support in collaboration with the classroom teacher and the itinerant teacher.

Educational Interpreter/Student Assistant (EISA)

In some cases, children required the support of an educational interpreter for communication and a student assistant for personal care, behavioural management or support for the instructional program. In these cases, the EISA fulfills the roles of both educational interpreter and student assistant.

Parent Workshop

Annual APSEA Parent Workshop

“FAMILY ROCKS” was the theme of the annual APSEA Parent Workshop which was held on April 28, 2012 at the APSEA Centre. Parents and family members spent the day in sessions with guest presenters while their children enjoyed an exciting children’s program. The keynote address was given by educator and therapist Sue Smiley, who engaged the participants in an interactive 90-minute conversation on self-esteem that took them beyond the definition and external understanding of self-esteem. Parents were invited to explore the internal creation and critical aspects of self-esteem and discussed the following: strategies to foster healthy self-esteem, recognizing signs of low self-esteem, and fostering on-going development of healthy self-esteem practices.

Sessions offered throughout the day also included; Registered Disability Savings Plan (RDSP), adapted physical education, BAHAs (bone anchored hearing aids), personal amplification and links to technology, iPads to facilitate language development, and concurrent panel discussions in which panel members shared their experiences and fielded questions from parents about overcoming barriers. The presenters and panel members were engaging, thought provoking, and offered the parents and family members a wealth of information. The day culminated in a family barbecue, a tremendous opportunity for parents to network and share while their children enjoyed time with their APSEA friends, new and old.

Professional Learning

Educational Oral Interpreter Training (August 2011)

Oral Transliterator Instructors Claire Troiano from Clarke Mainstream Services, MA, and Kirsten Gonzalez from Mt. San Antonio College, CA, facilitated a four day Oral Interpreting training seminar for educational interpreters, to build capacity within APSEA's current staff complement. Fifteen (15) educational interpreters participated in the group training held at APSEA.

Annual Interpreter Professional Development (August 2011)

The 2011 workshop was one of collaboration, team-building and needs identification. Staff participated in peer-facilitated breakout sessions on special topics including: classroom, school and system-based challenges facing educational interpreters, oral interpreters and language acquisition support workers; grade levels, tutoring, prep and supporting gestures for oral interpreters.

APSEA IT Manager Peter Bowers offered a review of the Moodle courseware system and tips on accessing this off-campus to support professional development and enhance opportunities for sharing and networking.

Paula Bath, an experienced sign language interpreter and masters' candidate in communication studies, was the keynote presenter. She engaged staff in reflection of their role in the classroom. Presenting her research on the 'interpreter footprint,' and the experience one brings to the classroom setting, she encouraged a paradigm shift from the traditional view of the interpreter as a neutral communication conduit, to one where the interpreter is an active participant in the classroom interaction.

Of special interest at this year's inservice, Louise Mussett shared her expertise in body alignment, posture and reducing physical stress. With the number of new staff in the organization, Lori Moore provided an overview of the organizational structure, fielding questions from staff. Amy Parsons shared ideas for professional development planning and procedures. The inservice concluded with a panel and Q&A session with Phyllis Anne Blanche and two high school students who receive interpreting services from APSEA, moderated by Anne Jennings. Thanks to the involvement and support of staff, this year's inservice inspired staff to continue striving toward the best in quality service delivery for our students.

Professional Development for Teachers of Students who are Deaf or Hard of Hearing

Fall Session (October 2011)

Marc Marschark, Ph.D., Director of the Center for Education Research Partnerships at the National Technical Institute for the Deaf (USA) provided the keynote presentation at the fall inservice at APSEA for teachers working with students who are deaf or hard of hearing. Dr. Marschark is Honorary Professor at the Moray House School of Education at the University of Edinburgh and the School of Psychology at the University of Aberdeen and founding editor of the *Journal of Deaf Studies and Deaf Education*, having published over 100 articles and chapters and written or edited over 20 books including *Raising and Educating a Deaf Child* (2007), *Evidence-based Practice in Educating Deaf and Hard-of-Hearing Students* (2010) with Patricia Spencer and *Educating Deaf Students* (2002) with Harry Lang and John Albertini. His current research focuses on relations of language, cognition, and learning by deaf children and adults in formal and informal educational settings.

Dr. Marschark provided engaging and thought provoking research, analysis and opportunities for reflecting upon current practice and beliefs in the following sessions: Language Foundations for Learning: What We Know and What we Don't Know; Deaf Cognition: Deaf Children Are Not Hearing Children Who Can't Hear; and Learning and literacy: Why Have We Not Made More Progress?

Additionally, Peter Stelmacovich, audiologist and FM and Sound Field Product Manager for Phonak Canada presented two technology based sessions: Interfacing FM and Sound Field in Today's Multimedia Classroom and FMs and BAHAs. Jacqueline Saunders, APSEA itinerant teacher and parent of a son with a hearing loss, shared her expertise and personal experiences in her session, BAHA 101. The wealth of knowledge and experiences of the presenters and interactive nature of the sessions offered tremendous learning opportunities for all.

Spring Session (May 2012)

Twenty-four teachers participated in two day interactive training seminars with Kathryn Wilson, Speech-Language Pathologist, Teacher of the Deaf and Certified Auditory-Verbal Therapist, with 30 years of experience as an educator, therapist, and AVT consultant in public school, private practice, home-based, and clinical settings. The teachers, facilitated by Kathryn, engaged in analysis, discussion, and reflection to enhance the practice of listening and spoken language.

Participants prepared a DVD of themselves working with a student and presented a case study including their specific, measurable goal(s), a brief description of the activity/procedure, and the strategies and techniques identified to promote the auditory learning of the session goal(s). Self-assessment was a critical component of this session. The participants shared what they did well, what strategies they used consistently and noted any missed opportunities to use specific strategies/techniques. The facilitator and group provided feedback, recommendations, and suggestions for one another.

APSEA teaching staff also shared their expertise with one another in peer-facilitated professional development sessions in the following areas: “What’s in your preschool bag” connecting activities and toys to service plan goals; Vocabulary activities for older students; “Doe pish!” Tuning our ears for improving speech and language; ASP goal writing; and Parent education: A parent’s perspective. The caliber of presentation and participation in all of the workshops was exceptional.

Professional Development for Teachers of Students who are Blind or Visually Impaired

Fall Session (October 2011)

All teaching staff gathered at the APSEA Centre from October 26 – 28, 2011 for professional development.

Sessions for BVI staff were presented in the following areas:

- Cortical Visual Impairment
- Center Based Programming

The keynote presenter was Dr. Christine Roman-Lantzy, the Director of the Pediatric Vision Information and Evaluation Department at Western Pennsylvania Hospital, Special Assistant to the Superintendent of the Western Pennsylvania School for Blind Children. She is a teacher of students who are blind or visually impaired, certified orientation and mobility specialist, and infant developmentalist. Dr. Roman-Lantzy is also a CVI project leader for the American Printing House for the Blind. Dr. Roman has extensive background in working with students who are blind or visually impaired. Dr. Roman is the author of *Cortical Visual Impairment-An Approach to Assessment and Intervention*.

Spring Session (May 2012)

The sessions offered to all BVI teaching staff during the Spring 2012 in-service were facilitated by APSEA staff and included the following topics:

- Nemeth Code
- Functional Vision Assessment
- Abacus
- Adaptive Physical Education
- APSEA/CNIB Partnership

Orientation and Mobility Training

Also in May 2012, APSEA hosted a professional development opportunity for the Orientation and Mobility specialists: **Echolocation and Flash Sonar**. The presenter was Daniel Kish, the Executive Director of *World Access for the Blind*. Daniel Kish defines echolocation as follows: “a way of perceiving the environment multi-dimensionally from a distance by using sound instead of light”. For many blind students, a conscious interpretation of how sounds reflect (or echo) off of surfaces, textures and other features in a particular setting can provide an auditory ‘view’ that is reflective of the physical environment itself.

The workshop consisted of both plenary sessions, facilitated by the presenter, and practical group sessions, where participants broke into smaller groups to experiment with the information and techniques covered in the larger sessions.

One of the more global messages emphasized throughout the workshop was that: barriers to independent mobility are usually, and ultimately, impediments of the mind; whether the mind of the student, the collective mind of the team around them, or both.

Partnership Initiatives

In addition to the ongoing collaboration with the ophthalmology Department of the Izaak Walton Killam Health Center, a new partnership was initiated this year with the Canadian National Institute for the Blind (CNIB). The goal of this new partnership was to develop strong professional relationships between APSEA and CNIB staff while identifying gaps and opportunities for more support to children and youth living with vision loss.

A committee was set up comprised of APSEA and CNIB staff with monthly sessions to achieve this goal. At the Spring Inservice, all APSEA BVI staff and the local CNIB staff came together to propose solutions and strategies which will lead to the development and implementation of new programs and service delivery models to effectively meet the identified needs and gaps.

Orientation and Mobility specialists in the Atlantic Provinces also collaborated this year to participate in a one-and-a-half-day workshop in May on **Echolocation and Flash Sonar**. This event was cost-shared between APSEA, CNIB and the Francophone section of the Department in New Brunswick Education. This cooperative effort was valuable to ensure the unique skill set of orientation and mobility specialists is maintained and further developed.

Trust Funds

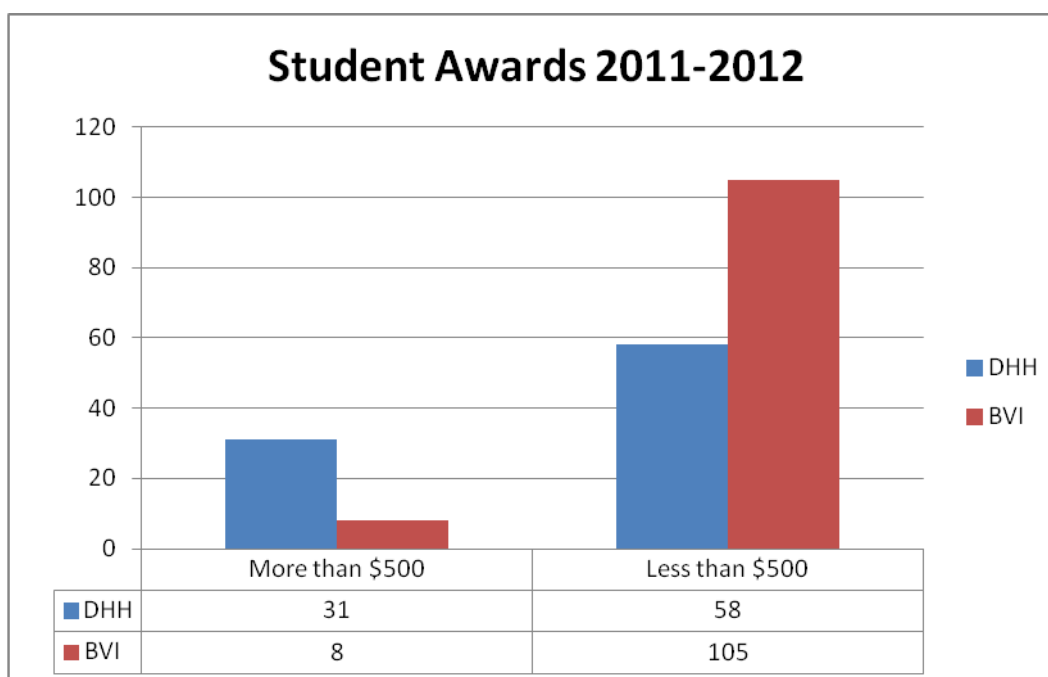
There are two Trust Fund Committees which are responsible to determine how much money from various trust funds are to be distributed using specific criteria. Trust funds are used for student awards and scholarships, research, and staff development.

DHH Trust Funds

The Interprovincial School Development Association (ISDA) Committee meets twice each year. The Committee's mandate is to distribute monies from the trust fund to eligible candidates. The Committee members are Eve Tupper (Chair), Heather Conrad and Lori Moore. The ISDA awarded 89 monetary awards to students for 2011-2012.

BVI Trust Funds

The APSEA Trust Funds for students who are blind or visually impaired operates on a continuous intake process with an in-person meeting of the committee in the Spring of each year. This committee considers various requests to support academic needs as well as social, recreation and leisure activities. The Committee members are Heather MacPherson (Chair), Heather Conrad and Glenda Parsons. The Committee awarded 113 monetary awards for 2011-2012.



Resource and Assessment Services

The Resource and Assessment Services Division is comprised of 6 sections: Assessment, Short-Term Programs, Residential, Assistive Technology, Alternate Format and Library Services.

Early in the 2011-2012 year improved communication between centre-based staff and itinerant teachers was identified by the division as one of the goals for the year. A quarterly newsletter circulated by email was produced as one element of working towards this goal. Feedback from teachers and staff was very positive and this will continue. Past issues are archived on the APSEA website to provide increased access.

The newsletter is coordinated and produced by the library with input and articles from all areas of the division. The library has used this tool to profile new materials in the collection and feature short articles structured to address frequently asked questions about library policies and procedures. The assistive technology section was able to provide on- and off-campus staff with information about new educational technology and augmentative alternative communication devices and software; the residence has shared information on nine to nine programming. This year was very busy with implementing the reorganized division structure and orientation of new staff and teams.

Assessment Service

Assessment is an essential support service provided to the public school system to assist in meeting the needs of students who are blind or visually impaired (BVI) and/or deaf or hard of hearing (DHH). While the responsibility for meeting the educational needs of these students resides with their district school or school board, it is acknowledged these students have special needs which warrant additional expertise in the assessment process. The APSEA assessment team works collaboratively with school district/board personnel and parents to identify appropriate programming to maximize the educational success of children and youth who have sensory impairments.

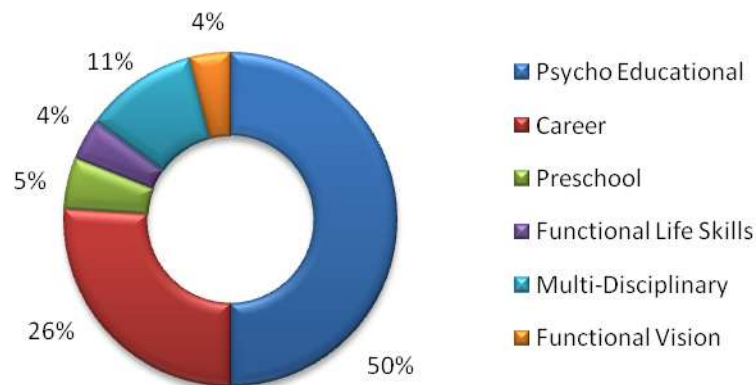
APSEA has two assessment teams based at the Centre in Halifax. One team provides assessments for students who are blind or visually impaired, while the other provides services for students who are deaf or hard of hearing. The assessment team for students who are blind or visually impaired provides assessments for students from each of the four Atlantic Provinces. The assessment team for students who are deaf or hard of hearing assesses students from Nova Scotia (NS), New Brunswick (NB) and Prince Edward Island (PE). The teams work collaboratively when assessing students who have dual sensory impairments.

This year assessment services were extended to address identified needs in Functional Life Skills (FLS), Assistive Technology (AT) and Augmentative & Alternative Communication (AAC). The staff involved in these areas work with both assessment teams.

During 2011-2012, the assessment team for students who are blind or visually impaired (BVI) completed 34 assessments for school-aged children. In addition, there were 2 preschool assessments. The total number assessed included 20 students from Nova Scotia, 7 students from New Brunswick, 5 students from Prince Edward Island and 4 from Newfoundland and Labrador (NL). The following types of assessment were provided: 12 Career Planning, 2 Functional Life Skills, 5 Multi-disciplinary, 2 Functional Vision and the remaining 13 were Psycho-educational assessments.

CENTRE-BASED ASSESSMENTS BY PROVINCE (BVI)					
Year	NS	NB	PE	NL	Total
2007-2008	13	6	4	0	23
2008-2009	12	7	2	0	21
2009-2010	14	4	1	1	20
2010-2011	8	9	4	1	22
2011-2012	20	7	5	4	36

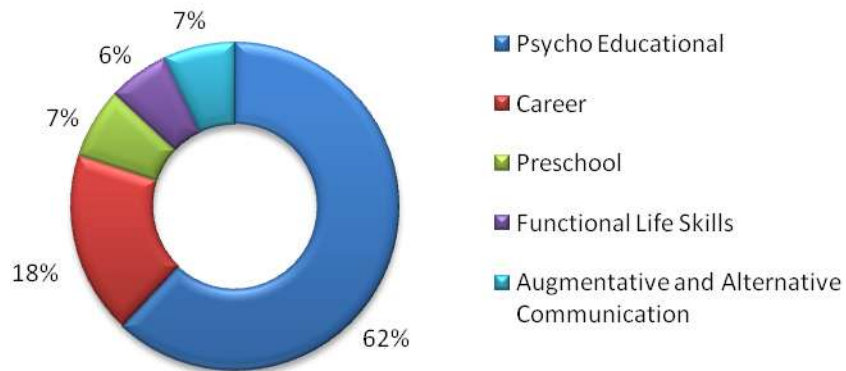
Types of Assessments for BVI Students (2011-2012)



During 2011-2012, the assessment team for students who are deaf or hard of hearing (DHH) completed 51 assessments for school-aged children. In addition, there were 5 preschool assessments. The total number assessed included: 30 from NS, 25 students from NB, and 1 student from PE. The following types of assessment were provided: 12 Career Planning, 4 Functional Life Skills, 5 Augmentative and Alternative Communication and the remaining 30 assessments were Psycho-educational assessments.

CENTRE-BASED ASSESSMENTS BY PROVINCE (DHH)					
Year	NS	NB	PEI	Innu/NU	Total
2007-2008	17	19	5	0	41
2008-2009*	22	12	1	0	35
2009-2010	34	14	3	0	51
2010-2011	33	14	3	1	51
2011-2012	30	25	1	0	56
* Part Time Academic Language Evaluator					

Types of Assessments for DHH Students (2011-2012)



Multi-Disciplinary Assessments

The BVI Assessment Team assessed 6 students with multiple exceptionalities during the 2011-2012 academic year. These can be very challenging assessments, particularly if children are assessed in unfamiliar environments. The multi-disciplinary assessment framework is specifically intended/designed to be “front loaded” on observation, either in real-time or through video, so as to observe the student “at work” in their familiar environments of home/school; thereby learning about individual strengths and learning preferences prior to the actual assessment.

The structure and shape of the assessment is determined on a case-by-case basis, using a team approach to address specific assessment questions regarding visual preferences/ abilities, developmental level, communication strengths/needs, access to technology, etc. Communication, receipt of reports from outside agencies and scheduling are challenges and we will continue to refine our process and procedures to address these over the coming year.

Short-Term Programs

APSEA short-term programs are developed to provide an intense, individualized program to meet each student’s needs, as determined through the program planning process. Referrals are received from school-based teams in October and May of each school year. Teleconference meetings are held with each school team to discuss specific outcomes which are relevant, measurable and achievable. This collaborative process involves extensive pre-planning and discussion to address the individual outcomes identified in the Referral for Centre-Based Services.

Short-Term Programs Developed and Implemented (BVI/DHH) 2007 to 2012

Individualized programs are developed based on referred needs and can be for 1 student to small groups of students and are counted weekly. They vary in duration from 2 to 5 days per week.

Year	BVI	DHH
2007-2008	184	31
2008-2009	157	27
2009-2010	99	25
2010-2011*	49	6
2011-2012	56	30

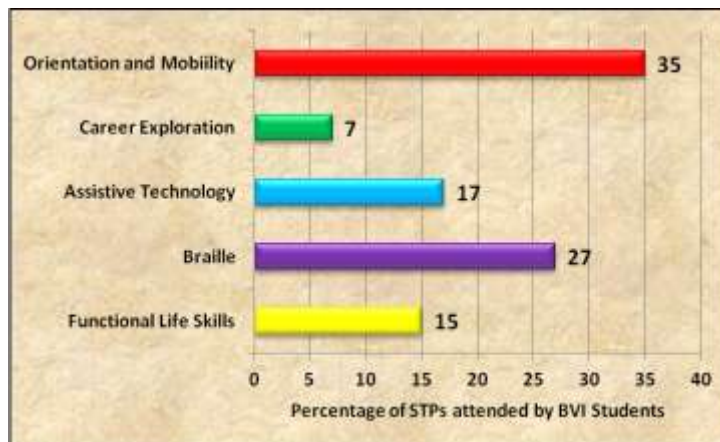


*During 2010-2011 there was no teacher of the deaf on staff as we were unable to fill the position.

BVI Short-Term Programs

During 2011-2012, 40 students who are blind or visually impaired from the four Atlantic Provinces, and 1 student from the Innu Education District, participated in short-term programs to address needs in orientation and mobility, career exploration, assistive technology, braille, and functional life skills. Length of programs was generally 1 week – 4 weeks in duration.

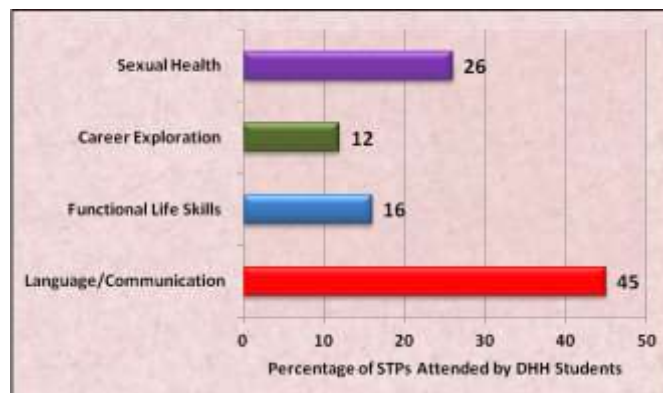
Three students received outreach services from STP teachers and 1 student received instruction in Braille Music via distance education. Sixty-seven percent of these students (27 individuals) were enrolled in two or more short-term programs during the school year.



DHH Short-Term Programs

During 2011-2012, 25 students who are deaf or hard of hearing from New Brunswick and Nova Scotia, 2 students from Nunavut and 1 from the Innu Education District participated in short-term programs to address the needs in sexual health, career exploration, functional life skills and language & communication.

Length of programs was generally 1 week - 4 weeks in duration. Forty-eight percent of these students (12 individuals) were enrolled in two or more short-term programs during the school year.



Distance Learning Short-Term Programs (STPs)

Short-term program options were expanded this year to include a distance education component. This provided more accessibility for students who had difficulty attending STPs due to family reasons, academic demands, and/or travel distance. During the final semester, two such programs were scheduled on a trial basis, both with students who are BVI from NL. This required close communication between the APSEA Information Technology (IT) staff and the IT staff at the school board so that necessary equipment could be sent to the school and connectivity ensured.

Once the audio/visual link was established, the teaching began with the APSEA STP teacher in Halifax connecting with students in Isle Aux Morts and Lark Harbour. This was successfully utilized for a Grade 11 student learning the BrailleNote as well as a student in Grade 7 learning to use a Netbook with JAWS (screen reading software). Feedback was positive with the exception of a few, minor technical difficulties.



“Come in Isle Aux Morts, come in!”

“Nine to Nine” Programming

Nine to nine (9-9) programming refers to the process whereby short-term program teachers, itinerant teachers, residence staff, parents and students collaborate to incorporate individual short-term program outcomes in residential programming. This extends the learning hours to make the most efficient use of time and to reinforce outcomes taught.

This spring staff focused on a “butterfly” theme with a group of students (BVI and DHH), using their individualized outcomes as a starting point for planning. The activities associated with this theme enabled residence staff to reinforce outcomes in orientation and mobility, math (using an abacus, recognizing money and making change etc.), functional living and social skills as students followed the progress from caterpillar through pupa to butterfly. They made invitations to attend a “butterfly release” event, enabling them to practice their Braille, writing and communication skills. They read directions in Braille and print, explained the process to invited guests and a tactile butterfly kit was used to demonstrate the observed life cycle.

Children learned many new signs associated with life cycles and the environment. The interactive, “hands-on” nature of theme provided many natural opportunities for communication in a variety of formats, extending vocabulary development and communication/language skills.



“I can see with my hands!”



“Butterfly Release Party”

Summer Camps

APSEA/Elks Camp Magaguadavic

Fifty-five campers (55) and junior counselors took part in a very successful camp during the week of July 31 - August 6, 2011. The camp provided an opportunity for children and youth (7-15 years) who are deaf or hard of hearing to be together in a natural and supportive environment with other children facing similar challenges.

APSEA/Elks Camp 2011			
	Boys	Girls	Total
New Brunswick	6	6	12
Nova Scotia	11	14	25
Prince Edward Island	2	0	2
Newfoundland and Labrador	8	6	14
Innu/Nunavut	0	2	2
Total	27	28	55



During camp, junior and senior counselors, most of whom are receiving or have received services from APSEA, experience being in leadership roles and act as role models for young campers. This provides valuable work experience for the youth involved and can contribute to enhanced self-esteem.

Communication among campers and staff and learning through camp activities also provided opportunities for linguistic and social growth.



Parent surveys were sent to families following camp, but only 3 of 51 surveys were returned. Those respondents indicated the quality of programming was good to excellent. Camp Magaguadavic is an older facility that has not recently been upgraded, however, it should be noted the overall experience for their child was rated as excellent by all parents. Ratings from the 45 surveys completed at camp were in the good to great range, with all campers indicating they had made a new friend, had fun and felt understood by camp counselors and staff.

APSEA/Brigadoon Camp

During the week of July 2-6, 2012, APSEA BVI students had an opportunity to participate in a summer camp held at the new Camp Brigadoon Village in Aylesford, NS.

Twenty-eight (28) campers and junior counselors ages 7-15 participated. The Brigadoon camp employs a leisure and outdoor recreational therapist who oversees pursuit (choice) activities; an arts coordinator responsible for visual arts, music, drama, and dance, an aquatics coordinator and an outdoor/ environment specialist.



Campers participated in activities such as fishing, canoeing, visual and performing arts, swimming, gardening, environmental education, cooperative games and camp fires. The campers also had opportunities to develop specific skills during pursuit (choice) activities and were able to share their talents with the camp during a talent show.

Parent and camper surveys were sent to families following camp; 32% of parents responded, all of whom rated the quality of the camp programming, facility and the overall experience for their child, as good to excellent. Similar high ratings were received from camper responses.

APSEA/Brigadoon Camp 2012			
	Boys	Girls	Total
New Brunswick	3	2	5
Nova Scotia	10	15	25
Prince Edward Island	1	1	2
Newfoundland and Labrador	0	2	2
Total	14	20	34



Assistive Technology

The APSEA Assistive Technology (AT) section began as a new section in APSEA in September 2011 when the reorganized structure was implemented.

Development and implementation of AT and Augmentative and Alternative Communication Consultant (AAC) outreach services was a priority to ensure student needs for assistive technology were met. AT loan processes the SET3 [Student, Environment, Tasks, Tools and Training] model, policies and procedures have been developed and will be finalized over the next year.

AT services typically involve a variety of agencies and school board personnel. The AT team has established connections with many of these including school board AT consultants, student services coordinators, IWK ACCS and Telehealth teams, Stan Cassidy Centre, Easter Seals, Nova Scotia Hearing and Speech Centres, CNIB and UNB.

Research and development with new technologies is a challenge, as this is a rapidly changing and growing area of education. Devices and applications/software such as the iPad, Brailliant, Braille Pen, Apple apps were researched and trialed over the year. Some devices, such as iPads and iPods require an extensive “technical” set up prior to loaning the device. This includes the purchase and installation of the apps, internet connectivity, and the management of iPad accounts. All of these aspects must be considered when these devices are recommended for a student. We are exploring the use of the iPad through a number of pilots and are looking at a variety of applications with Deaf or Hard of Hearing students. As this is a new area in our AT service delivery model, a DHH Advisory Committee will be established to assist the AT team.

One of the challenges of providing Assistive Technology to APSEA staff is to co-ordinate access for on and off campus staff. By working as a team, we have been able to develop a model of service delivery which includes preschoolers, students on-campus for Assessment and Short Term Programs and off-campus outreach to educational teams for assessment, determination of appropriate assistive technology devices, software applications and consultation services. This includes remote and distance services where required.

Library and Resource Services

Resource services are coordinated through the library services unit. All requests for books, kits and other materials to support students served by APSEA are processed by the library staff. If the title requested is in the APSEA collection, the item is packaged and shipped to the APSEA teacher who requested it. If the item is not currently available at APSEA, a search is conducted to determine if the item is available from other Canadian Associations of Educational Resource Centres for Alternate Format Materials (CAER). If available, the item will be borrowed from a resource centre through the interlibrary loan agreement and made available to the student. When the item is unavailable through interlibrary loan an additional search is conducted to determine whether the item is commercially available in the preferred alternate format. The purchase or production of student materials is facilitated by the library staff. Once an item has been purchased or produced, it is catalogued by library staff, entered on the APSEA database with a copy of the record sent to AMICUS (A national shared electronic catalogue/ database) and loaned to the teacher who requested it.

The library is a first point of contact for the provision of alternate format materials. It begins with a consultation between the APSEA itinerant teacher and the classroom teacher. Together they identify the materials and the alternate format required for the student. The list of required materials and the desired format are forwarded to the APSEA library. The consultation, request for materials process and processing of the requests continues throughout the year.

School Library Partnership

Most school libraries do not have braille or print/braille books in their collections. To ensure school library time is a productive and positive experience for all students, the APSEA library is developing a lending partnership with school libraries. This pilot will be implemented in the next school year. In collaboration with itinerant teachers, students will be able to borrow age and level appropriate books in an appropriate format from their own school library rather than borrowing it from the APSEA library. This will promote a more inclusive environment for the student and facilitate learning how to select, locate and search for library materials.

Policy Creation

Policy development began this year. Several policies and procedures are now in draft form with plans for completion during the 2012-2013 school year.

Publisher Files

The creation of a digital repository of core curriculum materials in alternate format, through the acquisition of publisher files, is necessary for the efficient and effective operation of our library and alternate format services. Changes to internal procedures were made this year to improve the process for acquiring extractable PDF files for requested material with the additional goal of implementing a system to acquire extractable PDF files directly from publishers for all curriculum approved material as it is acquired by the four departments of education.

The new internal procedure for requesting publisher files and permissions has produced significant improvements. In the 2010-2011 school year only 12 extractable PDF files were received compared to 176 extractable PDF files in the 2011-2012 school year. The high rate of acquisition of files for the APSEA digital repository will continue while this project is in the build phase. Once the project moves to the maintenance phase the addition of publisher files will be lower as files should only be required for supplementary material selected by teachers or the introduction of new curriculum. This is significant because the presence of high quality usable files means no production time is lost waiting to receive files, and the extractable PDFs can be used to produce all of the alternate formats required by APSEA students.

Improved Access

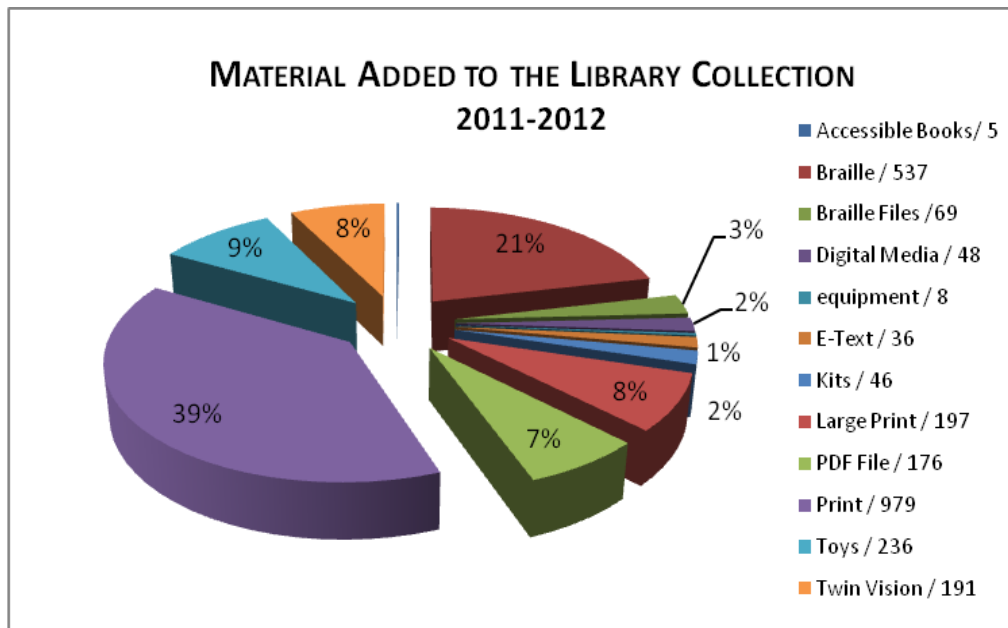
Library staff members provide reference services to APSEA teachers and staff. This involves reference queries, assistance in locating appropriate resources, facilitating production of materials in the required format, and assistance navigating the library database. This past year the library successfully trialed and implemented a customer service centered reference service and broadened the range of methods staff could use to request library materials and services. Teachers can now contact the library using the method that works best for them rather than submit requests only through the database. This change was in response to requests by itinerant teachers and has resulted in improved access to library materials.

As part of the ongoing goal of improving access, bibliographic records for library materials are being enriched so that each library record contains: descriptions, author information, subject classifications, and accurate location codes. Good bibliographic records are essential in order for library patrons to be able to search and find materials in the library electronically. The first section of materials to receive the upgrading to electronic records was the guided reading and toy sections. In addition, all leveled readers are now shelved in a special section according to reading level providing easier access for teachers and students. In the past year, the library has also integrated kits and special instructional aids into the main lending collection and created instructional aids displays to create awareness about these resources. The result has been increased circulation of these materials.

As an itinerant teacher recently noted, "I really appreciate your recent upgrades to improve accessibility in the library. I have borrowed more materials in the past year than in my 22 previous years as an itinerant teacher."

Collection Development & Maintenance

Weeding of old non-circulating materials was conducted over the year with a special focus on obsolete formats. This has created much needed space for more current resources and allowed the integration of resources into the collection from overflow rooms. Professional resources are added in consultation with directors and staff to meet their professional development and research requirements. Student materials are usually added as result of a direct request from teachers or supervisors. During the 2011-2012 school year 2,352 materials were added to the Library collection. One thousand and thirty-five (1,035) of these copies are alternate format items (purchased and produced combined). The remainder (1,317 copies) includes professional materials, kits, toys, software, DVDs and regular student print.



Alternate Format Production

The provision of educational materials in an accessible format is a crucial support for students who are blind or visually impaired. Educational materials required in Braille or e-text and unavailable through interlibrary loan are produced in the APSEA Braille production unit.

The library and braille departments work closely with each other in the production of alternate formats at APSEA. The library acts as the production coordinator for the braille department which is responsible for producing alternate formats that include braille, braille files and etext. The library also coordinates the production of large print (LP) materials using an external supplier for LP materials not available through interlibrary loan.

Alternate Format Production – Number of Pages Produced

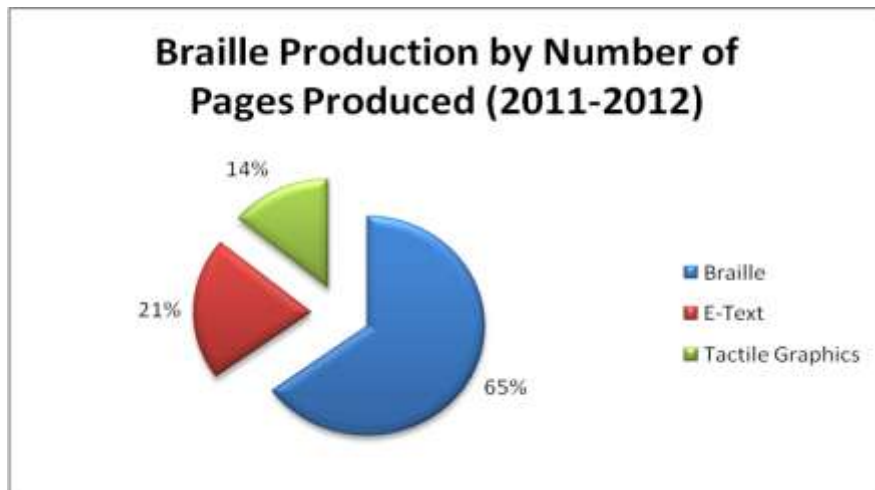
Year	Braille Production	E-Text	Daisy	Large Print	Tactile Graphics
2007-2008	17579	5064	1968	N/A	0
2008-2009	19488	5283	200	N/A	1674
2009-2010	24949	6420	1128	N/A	3257
2010-2011	21194	5251	1972	N/A	3400
2011-2012	17625	5744	0	19181*	3940

***Large print production was first tracked in 2011-2012.**

Production Tracker

The library and braille departments have been reviewing past practices and identifying ways to increase efficiencies. A tracking mechanism to provide complete and accurate information about the alternate formats in production was drafted in consultation with APSEA directors. The production tracker is currently in a pilot phase with all current alternate production projects tracked using this tool. The tracker allows staff to view the current status of all production requests. It will give library/braille staff the ability to manage projects more efficiently, making prioritizing and planning simpler and producing more accurate tracking data. We can now track and report on large print production as well. Large print numbers are included in the 5 year production trends for the first time in 2011-2012 and will be tracked on a go forward basis.

In the 2011-2012 school year 17,625 braille pages and 5744 pages of e-text were produced. As all materials are proofread before leaving the department, the Alternate Format Production unit has collectively proofread 27,309 pages of alternate formats.

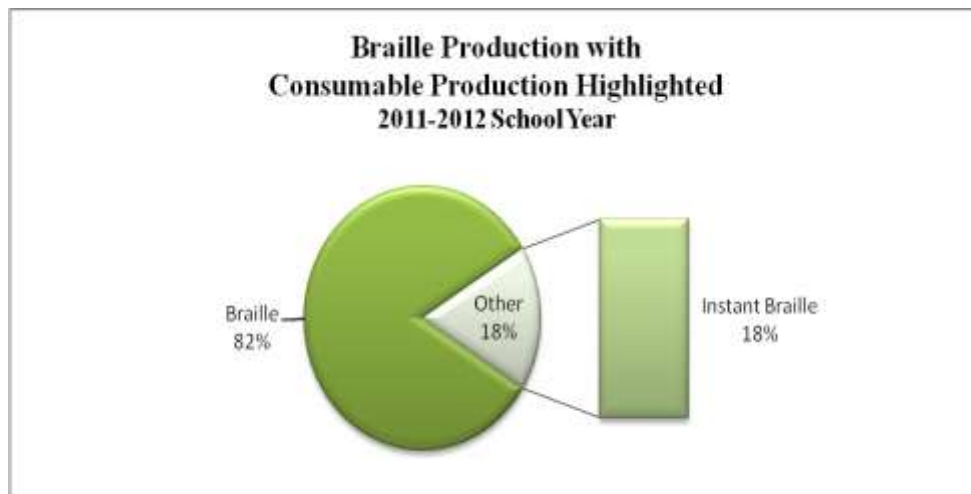


Although electronic text can be provided by simply scanning a document, or by using a publisher file, true e-text requires additional standardized formatting of the word processing file, adding tags that identify text changes, and page and chapter sequencing as they appear in the printed format. APSEA follows the e-text guidelines set by the Canadian Braille Authority (CBA). E-text provides students portability and flexibility and is being extensively used for post-secondary students with print disabilities.

Instant Braille

Instant braille is a term used to refer to unique classroom material (usually created by the classroom teacher) that is used by students in the classroom. The materials include teacher notes, assignments, tests, etc. Although production of this material is certainly not “instant”, the braille department makes an effort to have a short turn-around time. Building on the alternate format production tracker, we are currently exploring more efficient ways to manage the production of instant braille requests and to track their production.

In 2011-2012, there were 265 instant braille requests which produced 3287 braille pages and 1547 tactile diagrams. During the 2011-2012 school year, APSEA produced 3940 original tactile diagrams.



French Braille Files

This year, the library received over 1,000 braille files for books in French translated by Braille Édition & Transcription Inc., New Brunswick. Previously, the French braille files contracted and developed for Francophone students were not available to APSEA. The addition of these files is a great resource for students served by APSEA who are studying in French. The library is working with the information technology section on a plan to import the French braille book records into the library database. This will produce searchable bibliographic records that can be used by teachers and library staff. Once the process is finalized, records and files can be added directly as they are received from the transcription service.

Commercial E-Textbooks

A new development is the availability of e-book versions of textbooks (i.e., CourseSmart) that are compatible with assistive technologies such as JAWS and other screen readers. Many university and some high school texts are available in this format. The use of CourseSmart textbooks was trialed with three high school courses this past school year and we are exploring the use of this as a way for students to immediately access curricular materials, rather than having to use alternate format production.

Canadian Association of Educational Resource Centres (CAER)

Each region of Canada has a resource centre that provides alternate format materials to blind and visually impaired students (and in some cases to print-disabled students). Together these centres form a network of alternate format producers called the Canadian Association of Educational Resource Centres for the Provision of Alternate format materials (CAER). The primary function of CAER is to share resources and approaches between resource centres to ensure the needs of students using alternate format materials are met efficiently.

The CAER partnership contributes to the expansion of APSEA's digital repository through the sharing of digital materials like PDFs, etext and braille files. APSEA does not currently capture the original producer of material as an element of loan data. The new production tracker gives us the ability to track the use of existing files to produce materials creating important new data connected to time and cost savings created through the use of files in producing new formats or additional copies.

There were approximately 147 titles loaned to APSEA from other CAER libraries during the past fiscal year. Consistent with past years, most of the titles borrowed as inter-library loans (ILLs) were in two formats; large print (88) and braille (35). The number of items borrowed this year was down slightly. However as we add to the collection, our ability to satisfy requests for materials through our own collection increases. Currently the number of pages is not part of the information captured in loan data. ILL savings have been calculated using an average page count of 200 for the 147 ILL titles borrowed at a cost of \$6/page. The estimated savings for APSEA derived from ILL for the past year is \$176,400.

APSEA hosted the CAER annual meeting on June 7 and 8, 2012 with representatives from 10 resource centres attending, representing every region in Canada. The agenda included discussion on sharing resources, cost savings achieved through interlibrary loans, national standards, plans for a new accessible collection and services network, and shared perspectives on the implementation of UEB with the participation of some Directors of Program for students who are blind or visually impaired.

APSEA Auxiliary

The APSEA Auxiliary is a longstanding service group that organizes fundraising activities to supplement APSEA services by providing funds and assistance for specialized equipment and educational opportunities to enhance the development of students' sensory, motor and communication skills. A Library Technician acts as an auxiliary liaison (0.1 fte) and provides support to the APSEA Auxiliary.

A major project supported by the Auxiliary is funding support for enhancing the toy collection which includes adaptive toys, switches, educational games and sensory devices designed to aid in the education and development of students who are blind or visually impaired or deaf or hard of hearing. The Auxiliary spent approximately \$10,000.00 on this area between Aug 1, 2011 and July 31, 2012.

The Auxiliary responds to requests from APSEA teachers and funds a variety of requests to support students, which can include such things as fees for summer camps, music lessons, and various recreational opportunities. The Auxiliary also helps with the funding of hearing aid batteries, glasses and other specialty sensory items and provides the Centre and residence with technical and recreational equipment for students' educational, social and recreational development.

This year the Auxiliary provided two \$500.00 bursaries to graduating APSEA students to continue their post-secondary education (one DHH student and one BVI student), and The Dan Harmer Award (worth \$100.00) to a student who excels in technology. A new award was introduced, the \$250 Auxiliary Verna Munroe Volunteer/Community Award to a student between grades 9-12 who is an active volunteer and/or demonstrates involvement in their community. Ms. Munroe is a very active, dedicated and tireless member of the Auxiliary and served as president for many years. She retired from her position as president in June 2012, but continues as a member of the group.

Autism Project

The past year's focus has been to engage individuals who significantly influence the direction of educational services for children with ASD (Autism Spectrum Disorders) in consideration of critical issues common to all the provinces. There has been increasing synergy as the provincial consultants and advisory group work in the spirit of collaboration. The planning group met face to face on three occasions and held regularly scheduled teleconferences every three-four weeks.

Additionally, the planning group met twice with the Autism Advisory Committee to review/approve the work plan, provide direction to the planning group concerning significant issues and to approve project outcomes. The provincial consultants also benefitted from opportunities to discuss and consult with each other on various issues that impact their respective provinces, such as caseload management, reduced days, professional development and training.



The project has taken on the name **Autism in Education: An Atlantic Partnership** and has developed a logo that identifies documentation and products produced by the project under the broader umbrella of APSEA. Autism in Education's primary mandate of identifying, disseminating and promoting evidence-based practice has become more firmly rooted in its actions and is reflected in the following three initiatives undertaken this year.

D) Atlantic Symposia - Evidence-Based Practice

Dr. Hanna Rue presented a one-day conference on *Evidence-Based Practice* in each of the Atlantic Provinces during the first week of April 2012:

- April 2nd – Charlottetown, Prince Edward Island
- April 3rd – Moncton, New Brunswick
- April 4th – Halifax, Nova Scotia
- April 5th – St. John's, Newfoundland

Dr. Rue is the Executive Director of the National Autism Center and Chair of the National Standards Project as the keynote speaker. The National Standards Project (NSP) is a report released in 2009 providing comprehensive information on the level of scientific evidence that exists in support of educational and behavioral treatments available for individuals with ASD. The intent of the report is to provide reliable information to educators, professionals, parents and service providers upon which to make intervention decisions. Dr. Rue, a significant contributor to the NSP, is currently chairing the updating of that report.

Dr. Rue provided an overview and video demonstrations of the 11 practices the National Standards Project determined as effective in producing favorable outcomes for individuals on the autism spectrum. Following her presentation, educators had the opportunity to discuss with their colleagues the utilization of evidence-based practice in their schools.

Conference participants overwhelmingly evaluated the conference as positive and very relevant to their work. The value of being able to discuss their work with their district counterparts and colleagues was highlighted. Educators generally noted they are aware of, and work diligently to implement, evidence-based interventions, but identified challenges in ensuring intervention protocols and programming are utilized consistently and reliably. They repeatedly identified the need for reliable information and knowledge at all levels of the organization and, more critically, the translation of this knowledge to the day-to-day practice in schools.

II) An On-Line Community of Practice

Autism in education developed and released an on-line community of practice concept and website.

Evidence-based intervention and educational instruction for children with ASD remains an area of emergent practice. Although major strides have been made through training, strategies are required to not only sustain but to evolve and expand this capacity. An online or virtual community of practice website is one knowledge management strategy to support this effort. Such a website allows people to connect with educators (expertise) across borders and geographic areas (both internally and externally) to gain knowledge and foster learning through information sharing. The participants within a community of practice are able to find, share, transfer and create an archive of expertise. This on-line resource;

- supports the learning of newer practitioners by creating an atmosphere of mentorship.
- reduces the sense of isolation through providing a collective identity and collegial support with a network of experts.
- increases the breadth and depth of “expertise” available to any one province/department/region/individual.
- identifies and develops “best practices”, a common understanding within an emerging area of practice.
- reduces rework by identifying and sharing good methodologies, tools, project, and resources.
- creates new knowledge and spawns new ideas.

The website was piloted in late spring (2012) with approximately 50 educators from across the four provinces. Participants provided a positive review and made several helpful recommendations for improvement. The site is currently available to all educators and related professionals.

III) Information Papers: Research to Practice

Information papers aim to promote informed decision making about issues and practices that affect the education and well-being of children with autism. The effort required for practitioners and policy decision makers to remain current is constrained by a number of factors.

These factors include;

- The capacity (limited time to read/review literature) and the ability to understand and interpret research;
- The ever increasing amount of literature focused on individuals with autism;
- The widespread distribution of the literature;
- The multiple sources of information and knowledge (research, expert, experiential, and implicit knowledge); and
- The often incomplete, contradictory or inclusive nature of evidence in any given area, which only adds to the difficulty of making informed decisions.

The information papers increase consensus across the Atlantic Provinces of the critical features inherent to effective educational practices and mitigates the usage of fringe and unsubstantiated interventions and practices. Additionally, the papers support communication with other departments, stakeholders and families concerning issues of practice.

Two papers were released this year and are housed on the Autism in Education website; *Service Dogs and Children with Autism Spectrum Disorder* (November 2011) and *Evidence-Based Practice* (March 2012). A third paper, *Sensory Issues in Children with Autism* is underway, with the assistance of two Occupational Therapists within the Atlantic Provinces (NB and NL).

Representation on the national expert Autism Spectrum Disorders Advisory Committee (ASD-AC)

The coordinator of the project was appointed to a new expert autism advisory committee created through the Health Surveillance and Epidemiology Division of the Health Promotion and Chronic Disease Prevention Branch of the Public Health Agency of Canada (PHAC). Recent international reports of higher rates of ASD have raised considerable interest in Canada. There is broad agreement that Canadians must prepare for the challenges presented by a growing number of children diagnosed with ASD in order to help these children reach their full potential. One of the foundations needed to assess the health and well-being of those living with an ASD and other developmental disorders is reliable surveillance information – a system that collects and tracks over time information on the number and characteristics of people who develop such a disorder, the risk and protective factors, and treatments and services.

Members will serve on the committee for an initial two-year period and will participate in three to four meetings or teleconferences each year. The committee will provide advice and recommendations to PHAC to guide the development of a new surveillance system of developmental disorders, with an initial emphasis on ASDs in children. The purpose of this new surveillance system is to provide reliable information to:

- estimate how many Canadians are living with these disorders (prevalence) and how many new cases are emerging (incidence) for ASDs and other developmental disorders;
- track the changes in incidence and prevalence over time;
- identify potential risk factors;
- describe the population of Canadians living with developmental disorders;

- better understand the impact on Canadians living with developmental disorders, their families and caregivers;
- compare patterns of all the items above within Canada and internationally;
- increase public awareness and understanding of ASDs and other developmental disorders;
- help professionals develop programs and improve their practice and services to Canadians living with ASD and developmental disorders; and,
- guide policy development.

The inaugural meeting of the Advisory Committee took place in Ottawa in March 2012 at which time two working groups were formed:

1. The Surveillance Working Group will advise on issues related to surveillance methods, data collection, analysis and interpretation of the data.
2. The Knowledge Translation Working Group will assist with communicating information to the public as the surveillance system is developed and implemented.

Business Plan for 2012-13

The early work of the project focused on an action plan approved in the fall of 2010 by the Interprovincial Autism Advisory Committee. The emphasis over the past year has been "indirect services" with preliminary consideration given to such priorities as research to clarify and articulate standards of practice and the promotion of evidence-based practice. A business plan submitted in the spring (2012) outlines the priorities for 2012-13 with a focus of:

- consolidating a community of practice and evolving the related website to increasing relevance and usefulness;
- expanding the project's impact to a greater scale by extending information to a broad range of educators and related professionals through its website and professional development opportunities;
- Initiating and building connections with other professional groups and stakeholders that impact and/or are involved with the education of children with ASD.

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Financial Statements



ATLANTIC PROVINCES SPECIAL EDUCATION AUTHORITY

FINANCIAL STATEMENTS

MARCH 31, 2012



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Independent Auditor's Report

To the Board of Directors of the Atlantic Provinces Special Education Authority

We have audited the accompanying financial statements of Atlantic Provinces Special Education Authority, which comprise the statements of financial position as at March 31, 2012, March 31, 2011 and April 1, 2010 and the statements of operations and accumulated surplus, changes in net financial assets and cash flows for the year ended March 31, 2012 and March 31, 2011, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audits to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our qualified audit opinion.

Basis for Qualified Opinion

The liability for compensated sick leave has not been recorded in post-employment benefits liability as at March 31, 2012, March 31, 2011 or April 1, 2010 or in the statement of operations for the year ended March 31, 2012 and March 31, 2011, as the information required to calculate this liability was not available at the date of our report.

Qualified Opinion

In our opinion, except for the possible effects of the matters described in the Basis for Qualified Opinion paragraph, the financial statements present fairly, in all material respects, the financial position of the Atlantic Provinces Special Education Authority as at March 31, 2012, March 31, 2011 and April 1, 2010 and the results of its operations and cash flows for the year ended March 31, 2012 and March 31, 2011 in accordance with Canadian public sector accounting standards.

Deloitte L.L.P.

Chartered Accountants
Halifax, Nova Scotia
March 19, 2013

Management's Report

Management's Responsibility for the Financial Statements



These financial statements have been prepared by management in accordance with Canadian public sector accounting standards and the integrity and objectivity of these statements are management's responsibility. Management is also responsible for all of the notes to the financial statements and schedules, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements.

Management is also responsible for implementing and maintaining a system of internal controls to provide reasonable assurance that reliable financial information is produced.

The Board of Directors is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control and exercises these responsibilities through the Board. The Board meets throughout the year and reviews external audited financial statements yearly.

The external auditors, Deloitte & Touche LLP, conduct an independent examination, in accordance with Canadian auditing standards, and express their opinion on the financial statements. The external auditors have full and free access to financial management of Atlantic Provinces Special Education Authority and meet when required.

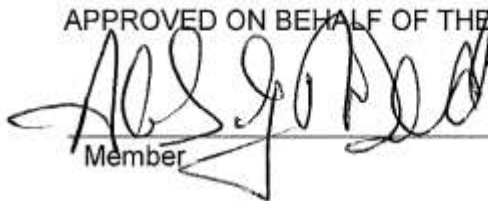
On behalf of Atlantic Provinces Special Education Authority

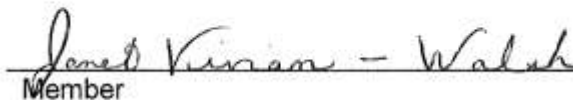
 

**Atlantic Provinces Special Education Authority
Statement of Financial Position as at March 31, 2012**

	March 31, 2012	March 31, 2011 (Note 2)	April 1, 2010 (Note 2)
Financial assets			
Cash	\$ 2,540,715	\$ 5,415,092	\$ 3,346,975
Short-term portfolio investments	237,968	235,603	233,832
Accounts receivable	234,033	140,263	112,013
Accounts receivable from provinces	4,065,440	546,674	806,400
Receivables for early retirement incentive plan (Note 5)	1,384,200	1,437,400	1,662,300
Receivable for post-employment benefits (Note 7)	3,208,900	3,112,000	2,943,000
Portfolio Investments BVI trust fund, at fair value	5,841,236	5,855,901	5,942,701
Portfolio Investments DHH trust fund, at fair value	<u>3,407,707</u>	<u>3,618,609</u>	<u>3,253,888</u>
	<u>20,920,199</u>	<u>20,361,542</u>	<u>18,301,109</u>
Liabilities			
Accounts payable	798,403	942,534	837,732
Due to provinces (Schedule 1)	5,484,024	4,854,689	3,431,121
Public service early retirement incentive plan (Note 5)	1,384,200	1,437,400	1,662,300
Post-employment benefits (Note 7)	3,208,900	3,112,000	2,943,000
Operating advances (Note 6)	<u>830,000</u>	<u>830,000</u>	<u>830,000</u>
	<u>11,705,527</u>	<u>11,176,623</u>	<u>9,704,153</u>
Net financial assets	<u>9,214,672</u>	<u>9,184,919</u>	<u>8,596,956</u>
Non-financial assets			
Tangible capital assets, Net (Note 8)	<u>5,654,695</u>	<u>5,773,500</u>	<u>6,026,746</u>
Accumulated surplus (Note 10)	<u>\$ 14,869,367</u>	<u>\$ 14,958,419</u>	<u>\$ 14,623,702</u>
Accumulated surplus is comprised of:			
Accumulated operating surplus	\$ 12,765,718	\$ 12,762,410	\$ 12,936,237
Accumulated remeasurement gains	<u>2,103,649</u>	<u>2,196,009</u>	<u>1,687,465</u>
Net assets invested in capital assets	<u>\$ 14,869,367</u>	<u>\$ 14,958,419</u>	<u>\$ 14,623,702</u>

APPROVED ON BEHALF OF THE BOARD


Member


Member

Atlantic Provinces Special Education Authority
Statement of Operations and Accumulated Surplus for the Year Ended March 31, 2012

	2012 Budget	2012 Actual	2011 Actual (Restated)
REVENUES			
Government grants	\$ 17,049,800	\$ 15,615,201	\$ 15,698,584
Other income			
Shared by four provinces	25,000	46,236	21,169
Shared by three provinces	225,000	258,538	255,680
Centre-based programs	298,000	393,443	327,695
Assessment revenue	-	5,000	-
Amortization of deferred contributions	128,110	-	-
Annuities, bequests and donations	-	192,899	25,238
Investment income	-	330,206	388,719
Other	-	3,906	4,015
	<u>676,110</u>	<u>1,230,228</u>	<u>1,022,516</u>
	<u>17,725,910</u>	<u>16,845,429</u>	<u>16,721,100</u>
EXPENDITURES			
Administration and consultation (shared by four provinces)			
Administration	611,638	626,533	586,052
Programs – blind/visually impaired	174,131	172,401	158,985
Resource and assessment	139,268	140,622	144,366
Resource services	1,477,467	1,353,251	1,356,186
Autism project	130,000	120,532	17,769
Teacher education	10,000	10,000	10,000
	<u>2,542,504</u>	<u>2,423,339</u>	<u>2,273,358</u>
Administration and consultation (shared by three provinces)			
Programs – deaf/hard of Hearing	209,579	211,947	217,088
Audiology	517,454	478,797	487,310
	<u>727,033</u>	<u>690,744</u>	<u>704,398</u>
Assessment services	<u>813,377</u>	<u>716,143</u>	<u>708,134</u>
Centre-based programs			
Education	937,258	782,043	808,842
Residence	781,862	522,757	544,389
Medical	78,721	75,774	85,050
Building maintenance	807,252	813,053	799,889
Food services	190,000	227,045	191,866
	<u>2,795,093</u>	<u>2,420,672</u>	<u>2,430,036</u>
Provincial programs			
New Brunswick – deaf/hard of hearing	2,837,196	2,806,307	2,705,191
New Brunswick – blind/visually impaired	1,395,211	1,155,554	1,294,776
	<u>4,232,407</u>	<u>3,961,861</u>	<u>3,999,967</u>
Nova Scotia – Deaf/Hard of Hearing	3,835,208	3,481,221	3,640,819
Nova Scotia – Blind/Visually Impaired	2,308,002	2,188,711	2,205,681
	<u>6,143,210</u>	<u>5,669,932</u>	<u>5,846,500</u>
Newfoundland and Labrador – blind/visually impaired	-	72,509	-
Prince Edward Island – blind/visually impaired	494,200	420,267	426,850
Total program expenses	17,747,824	16,375,467	16,389,243
ERIP	49,976	47,406	48,479
Amortization of capital assets	254,000	249,605	253,246
Trust fund expenditures (Note 9)	-	169,643	203,959
	<u>18,051,800</u>	<u>16,842,121</u>	<u>16,894,927</u>
Total expenses			
(Deficiency) excess of revenue over expenses	<u>\$ (325,890)</u>	<u>\$ 3,308</u>	<u>\$ (173,827)</u>
Accumulated operating surplus, beginning of year		<u>12,762,410</u>	<u>12,936,237</u>
Accumulated operating surplus, end of year		<u>\$12,765,718</u>	<u>\$12,762,410</u>

**Atlantic Provinces Special Education Authority
Statement of Remeasurement Gains and Losses
For the Year Ended March 31, 2012**

	March 31, 2012	March 31, 2011
Accumulated remeasurement gains, beginning of year	<u>\$2,196,009</u>	<u>\$1,687,465</u>
Remeasurement (losses) gains on portfolio investments quoted in an active market	(110,820)	559,023
Realized losses (gains) on portfolio investments quoted in an active market	<u>18,460</u>	<u>(50,479)</u>
Net remeasurement (losses) gains for the year	<u>(92,360)</u>	<u>508,544</u>
Accumulated remeasurement gains at year end	<u>\$2,103,649</u>	<u>\$2,196,009</u>

**Atlantic Provinces Special Education Authority
Statement of Changes in Net Financial Assets
For the Year Ended March 31, 2012**



	2012 Budget	2012 Actual	2011 Actual (Note 2)
Annual surplus (deficit)	\$ (325,890)	\$ 3,308	\$ (173,827)
Acquisition of tangible capital assets	-	(130,800)	-
Amortization of deferred contributions for capital assets	(128,110)	-	-
Amortization of tangible capital assets	254,000	249,605	253,246
Operating expenditures paid from trust funds	<u>200,000</u>	<u>-</u>	<u>-</u>
	-	122,113	79,419
Net remeasurement (losses) and gains	<u>-</u>	<u>(92,360)</u>	<u>508,544</u>
Increase in net financial assets	<u>-</u>	<u>29,753</u>	<u>587,963</u>
Net financial assets, at beginning of year	<u>9,184,919</u>	<u>9,184,919</u>	<u>8,596,956</u>
Net financial assets at end of year	<u>\$ 9,184,919</u>	<u>\$ 9,214,672</u>	<u>\$ 9,184,919</u>

**Atlantic Provinces Special Education Authority
Statement of Cash Flows
For the Year Ended March 31, 2012**

	March 31, 2012	March 31, 2011 (Note 2)
Cash flows from operating activities		
Excess (deficiency) of revenue over expenditures	\$ 11,846	\$ (173,827)
Amortization of capital assets	<u>249,605</u>	<u>253,246</u>
	<u>261,451</u>	<u>79,419</u>
Add (deduct) changes in non-cash working capital		
Changes in accounts receivable	(93,770)	(28,241)
Changes in accounts receivable from provinces	(3,518,766)	259,726
Changes in accounts payable	(144,131)	104,802
Changes in due to provinces	<u>629,335</u>	<u>1,423,568</u>
	<u>(3,127,332)</u>	<u>1,759,855</u>
	(2,865,881)	1,839,274
Cash flows from capital activities		
Purchase of capital assets	(130,800)	-
Cash flows from investing activities		
Proceeds of sale of investments	1,631,571	1,862,573
Purchase of investments	<u>(1,509,267)</u>	<u>(1,633,730)</u>
	<u>122,304</u>	<u>228,843</u>
Increase (decrease) in cash	(2,874,377)	2,068,117
Cash, beginning of year	<u>5,415,092</u>	<u>3,346,975</u>
Cash, end of year	<u>\$ 2,540,715</u>	<u>\$ 5,415,092</u>

1. Authority

The Atlantic Provinces Special Education Authority ("APSEA") is an inter-provincial cooperative agency established in 1975 by joint agreement among the Ministers of Education of the Atlantic Provinces. The agreement provides for the creation of the APSEA and authorizes it to provide educational services, programs and opportunities for children and youth who are deaf, hard of hearing, blind, or visually impaired and who are residents in Atlantic Canada.

2. Conversion to Public Sector Accounting Standards

In previous fiscal years, APSEA classified itself as a Government Business-Type Organization ("GBTO") and followed the recommendations of the Canadian Institute of Chartered Accountants (CICA) Accounting Handbook - Part V. In October 2009, the Public Sector Accounting Board ("PSAB") determined that this category would cease to exist for fiscal years ending on or after January 1, 2011, and GBTOs were required to reclassify themselves in accordance with the Introduction to Accounting Standards in the CICA Public Sector Accounting Handbook. The Corporation has determined that it is an "Other Government Organization" and has determined that Public Sector Accounting Standards ("PSAS") is the most appropriate framework for reporting purposes. These consolidated financial statements are the first consolidated financial statements for which APSEA has applied PSAS as issued by the Public Sector Accounting Standards Board.

In accordance with Section PS 2125 of the Public Sector Accounting Handbook, First-time adoption for government organizations ("PS 2125"), the date of transition to PSAS is April 1, 2010 and APSEA has prepared and presented an opening balance sheet as at that date. In its opening balance sheet, in accordance with PS 2125, APSEA:

- (a) recognized all assets and liabilities whose recognition is required by PSAS;
- (b) did not recognize items as assets or liabilities if PSAS does not permit such recognition;
- (c) reclassified items that it recognized previously as one type of asset, liability or component of equity, but are recognized as a different type of asset, liability or component of equity under PSAS; and
- (d) applied PSAS in measuring all recognized assets and liabilities.

In accordance with the requirements of PS 2125, the accounting policies set out in Note 3 have been consistently applied to all years presented. Adjustments resulting from the adoption of PSAS have been applied retrospectively excluding cases where optional exemptions available under PS 2125 have been applied.

**Atlantic Provinces Special Education Authority
Notes to the Financial Statements
For the Year Ended March 31, 2012**

2. Conversion to Public Sector Accounting Standards (continued)

The impact of the conversion to Canadian PSAS on the statement of financial position at the date of transition and the comparative annual surplus is presented below. These accounting changes have been applied retroactively with restatement of prior periods. The following changes have been implemented to comply with PSAB.

	Previously Stated 2010	Adjustment 2010	Restated 2010	Footnote
Deferred contributions for capital assets	\$3,990,351	\$(3,990,351)	-	(a)

- (a) PSAS requires an assessment as to whether an obligation that meets the definition of a liability has been created as a result of the transfer.

Based on this APSEA has determined even though the annual operating funding received from the Province of Nova Scotia is based, to a certain extent, on the budgeted capital expenditures, the fact that APSEA has discretion in determining how the funding received is actually spent, allows us to conclude that annual operating funding used to acquire capital assets does not meet the definition of a liability and should be recognized when the funding is authorized. As a result, deferred capital contributions have been decreased and accumulated surplus has been increased by \$3,990,351 as at the date of transition.

The impact of the conversion to Canadian public sector accounting standards on the statement of operations for the year ended March 31, 2011 is presented below.

	Previously Stated 2011	Adjustment 2011	Restated 2011	Footnote
Investment income	\$897,263	\$(508,544)	\$388,719	(b)
Amortization of deferred contributions	128,110	(128,110)	-	(c)
Excess of (deficiency) revenue over expense	\$462,827	\$(636,654)	\$(173,827)	(b), (c)

- (b) Unrealized gains and losses were previously reported by APSEA as revenue. On transition to PSAS unrealized gains and losses are reported in the statement of remeasurement gains and losses until they are derecognized or impaired at which time the cumulative gain or loss is transferred to the consolidated statement of operations
- (c) APSEA determined that the deferred contributions for capital assets received from the Province of Nova Scotia did not meet the criteria for classification as a liability and reclassified the balance to accumulated surplus at the date of transition to PSAS. An adjustment of \$128,110 representing the amortization of these contributions into revenue was made to March 31, 2011 revenue.

3. Accounting Policies

Basis of Accounting

These financial statements have been prepared in accordance with Canadian PSAS established by the Canadian PSAB.

Operating Account and Trust Fund Accounts

These statements include the operating accounts for APSEA's program delivery and administrative activity and trust accounts, which are internally restricted. There are two accounts, the trust fund for students who are blind or visually impaired and the trust fund for students who are deaf or hard of hearing.

Cost Sharing

Pursuant to the agreement and amendments thereto, program expenditures are shared on the following basis:

Certain administration and consultation expenditures are allocated to the provinces in the ratio of their general population to the total population, based on the 2006 quinquennial census figures released by Statistics Canada.

Administration and consultation expenditures shared by the four provinces are allocated as follows:

Nova Scotia	40.0%
New Brunswick	32.0%
Newfoundland and Labrador	22.1%
Prince Edward Island	<u>5.9%</u>
	<u>100.0%</u>

Other administration and consultation costs for the program for students who are deaf or hard of hearing are shared by three provinces and allocated as follows:

Nova Scotia	51.4%
New Brunswick	41.0%
Prince Edward Island	<u>7.6%</u>
	<u>100.0%</u>

Certain centre-based expenditures are allocated on the basis of respective student enrolments for the three preceding calendar years as follows:

Nova Scotia	63.7%
New Brunswick	25.3%
Newfoundland and Labrador	3.1%
Prince Edward Island	<u>7.9%</u>
	<u>100.0%</u>

3. Accounting Policies (continued)

Portions of the assessment services expenditures are allocated to the provinces using the administration and consultation formula (4 provinces), the administration formula (3 provinces) and the centre-based formula with the following results:

Nova Scotia	54.4%
New Brunswick	30.7%
Newfoundland and Labrador	7.6%
Prince Edward Island	<u>7.3%</u>
	<u>100.0%</u>

Provincial program expenditures are charged directly to the province in which the program is conducted.

Revenue Recognition

Government contributions are recognized as revenue in the period the transfer is authorized, and all eligibility criteria have been met, except when and to the extent the transfer includes stipulations which have not yet been met. Government contributions with stipulations are initially deferred and recognized as revenue as the related stipulations are met.

Investment revenue includes dividends, and capital gains and losses as well as interest on cash balances and fixed income securities. Dividend income is recognized as revenue at the record date and interest income is recognized on an accrual basis. Gains or losses on disposal of investments are recorded as realized.

Annuities, bequests and donations are recognized as income in the period received except when and to the extent the annuities, bequests and donations includes stipulations which have not yet been met. Annuities, bequests and donations with stipulations are initially deferred and recognized as revenue as the related stipulations are met.

Other revenues, includes rent, parking, audiology and revenue generated from provision of short-term programs and assessments are recognized as revenue in the period the service is provided.

Financial Instruments

Cash - Cash includes petty cash and amounts on deposit with financial institutions and is measured at fair market value.

Short-Term Investments – Short-term investments include mutual funds and guaranteed investment certificates with a maturity less than one year. They are measured at fair value.

Accounting Policies (continued)

Accounts Receivable and Accounts Receivable from Provinces - Accounts receivable and accounts receivable from Provinces are measured at amortized cost using the effective interest rate method. A valuation allowance is used to reduce the recorded value to the lower of its cost or net recoverable value. Gains and losses are recognized in the statement of operations in the period the receivable derecognized or impaired.

Portfolio Investments - Portfolio investments include investments which are publicly traded and quoted in an active market. They are measured at fair value whereby unrealized gains and losses are reported in the statement of remeasurement gains and losses until they are derecognized or impaired, at which time the cumulative gain or loss is transferred to the statement of operations.

Accounts Payable and Due to Provinces - Accounts payable and amounts due to provinces are measured at amortized cost using the effective interest method with gains and losses recognized in the statement of operations in the period the liability is derecognized. The amounts due to Provinces are non-interest bearing and have no set date of repayment.

Operating Advances – Operating advances are measured at amortized cost using the effective interest method with gains and losses recognized in the statement of operations in the period the liability is derecognized. Operating advances are non-interest bearing and have no set date of repayment.

Fair Value - Fair value is the estimated amount for which a financial instrument could be exchanged between willing parties, based on the current market for instruments with the same risk, principal and remaining maturity. Certain fair value estimates are significantly affected by the assumptions for the amount and timing of estimated cash flows and discount rates, all of which reflect varying degrees of risk. As a result, the fair values may not necessarily be indicative of the amounts that would be realized if these instruments were actually settled. The methods and assumptions used to estimate the fair value of financial instruments are described in the following paragraphs.

The fair values of investments in securities which are publicly held and quoted in an active market are based on quoted closing prices.

Due to the short period to maturity, the fair value of cash, receivables, and payables approximate their carrying values as presented in the balance sheet.

Use of Estimates

The preparation of financial statements in conformity with Canadian PSAS requires management to make estimates and assumptions that affect the reported amount of assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenditures during the period. Actual results could differ from those reported. The most significant estimates used in these financial statements include accrued liabilities, useful lives of capital assets and post-employment benefits.

Accounting Policies (continued)

Capital Assets

Capital assets are recorded at cost and amortized at the following annual rates:

Building	40 years straight line
Parking lot	10% straight line
Equipment	10% straight line

Tangible capital assets are written down when conditions indicate that they no longer contribute to APSEA's ability to provide goods and services, or when the value of future economic benefits associated with the tangible capital assets are less than their net book value. The write downs are accounted for as expenses in the statement of operations and are not reversed.

APSEA expenses individual asset purchases below a \$10,000 threshold.

Early Retirement Incentive Plan

APSEA participated in the early retirement incentive plan ("ERIP"), offered by the Province of Nova Scotia, from November 1993 to March 1998. The programs offered additional years of pensionable service for those who qualified and elected to retire. The portion of pension payable attributable to this additional service is receivable from the Province and is not paid from the Public Service Superannuation Fund. The accrued benefit obligation is determined by an actuarial assessment, using a discount rate consistent with the rate used to determine the unfunded liability for the Province of Nova Scotia.

Pension Plan

The employees of APSEA are entitled to receive pension benefits pursuant to the Nova Scotia Public Service Superannuation Act, the Nova Scotia Teachers' Pension Plan Act or the New Brunswick Teachers' Pension Act. These are multi-employer joint trustee, defined benefit plans. The joint trustee board of the plan determines the required plan contributions annually. The contributions to the plan by APSEA are recorded as an expense for the year.

4. Exposure to Risks Arising from Financial Instruments

Short and long-term instruments held in trust by APSEA are exposed to market risk, which consists of both interest rate and price risks.

APSEA has minimal exposure to interest rate risk. Substantially all of APSEA's investments subjected to interest are held in fixed rate securities.

The remainder of APSEA's financial assets and liabilities are not subject to significant credit, liquidity or market risks.

5. Early Retirement Incentive Plan – (“ERIP”)

In November 1993, the Province of Nova Scotia announced its intention to implement an ERIP. As an outside agency, APSEA was invited to participate, providing it agreed to pay the province all costs of the plan not covered by the Public Service Superannuation Fund. The Board approved APSEA’s participation in the plan. The plan ceased on March 31, 1998.

The liability of \$1,384,200 was based on a March 31, 2012 actuarial calculation (2011 - \$1,437,400; April 1, 2010 \$1,662,300). Of the \$1,384,200 receivable from Provinces, \$780,830 relates to the Province of Nova Scotia (2011 - \$804,546; April 1, 2010 \$944,424), and the remaining \$603,370 relates to the other Atlantic Provinces (2011 - \$632,854; April 1, 2010 \$717,876). These amounts will be collected in the year in which the related payments to the plan are made.

6. Operating Advances

This amount represents operating advances from the Provinces of Nova Scotia and New Brunswick. The amounts are non-interest bearing and have no set terms of repayment. The amounts owed to the provinces are as follows:

	2012	2011	2010
Province of Nova Scotia	\$480,000	\$480,000	\$480,000
Province of New Brunswick	<u>350,000</u>	<u>350,000</u>	<u>350,000</u>
	<u>\$830,000</u>	<u>\$830,000</u>	<u>\$830,000</u>

**Atlantic Provinces Special Education Authority
Notes to the Financial Statements
For the Year Ended March 31, 2012**

7. Post-Employment Benefits

Pension Benefits - Employees of APSEA are entitled to receive pension benefits pursuant to the provisions of the Nova Scotia Public Service Superannuation Act, the Nova Scotia Teachers' Pension Act or the New Brunswick Teachers' Pension Act. The plans are funded by equal employee and employer contributions. The employer's contributions are included in APSEA's expenditures. APSEA is not responsible for any unfunded liability except for amounts disclosed in Note 5.

Retirement Allowance and Post-Employment Health Benefits - APSEA has provided for post-employment benefits other than pensions consisting of retirement allowances, and post-employment health benefits using the projected benefit method prorated on services.

The significant actuarial assumptions adopted in measuring these accrued benefit obligations are as follows:

Discount rate	4.75%
Inflation	2.5%
Future mortality rate	1994 ⁽¹⁾
Extended health care cost increases	6.45% ⁽²⁾
Retirement age assumption	58 years

⁽¹⁾ uninsured pensioners mortality table, projected to 2020)

⁽²⁾ decreasing annually by 0.15% to a rate of 4.5%

The accrued benefit liability as a result of the above noted plans and actuarial assumptions are as follows:

	Teacher Service Award	Non-Teacher Service Award	Non-Teacher Post- Retirement Health	2012	2011	April 1, 2010
Retirement benefit liability, beginning of year	\$ 1,138,500	\$ 517,900	\$ 1,455,600	\$ 3,112,000	\$ 2,943,000	\$ 2,749,400
Fiscal 2012 retirement benefit expenses	112,800	67,500	125,900	306,200	361,300	357,000
Fiscal 2012 benefit payments by APSEA	(147,200)	(19,700)	(42,400)	(209,300)	(192,300)	(163,400)
Accrued benefit liability, end of year	\$ 1,104,100	\$ 565,700	\$ 1,539,100	\$ 3,208,900	\$ 3,112,000	\$ 2,943,000
Less:						
Unamortized actuarial experience (gain)/loss	(26,100)	(15,500)	(132,400)	(174,000)	(115,000)	185,500
Accrued benefit obligations, end of year	1,078,000	550,200	1,406,700	\$ 3,034,900	2,997,000	\$ 3,128,500

The liability of \$3,208,900 (2011 - \$3,112,000, April 1 2010 – \$2,943,000)) is fully funded by the provinces, thus an offsetting accounts receivable is recorded. Based on current cost sharing formulas, the receivable is divided among the provinces as follows:

	2012	2011	2010
Nova Scotia	\$1,920,455	\$1,873,480	\$1,757,652
New Brunswick	930,572	911,567	932,378
Newfoundland and Labrador	195,063	178,934	155,742
Prince Edward Island	<u>162,810</u>	<u>148,019</u>	<u>97,228</u>
	\$3,208,900	\$3,112,000	\$2,943,000

**Atlantic Provinces Special Education Authority
Notes to the Financial Statements
For the Year Ended March 31, 2012**

8. Capital Assets

March 31, 2012

	<u>Land</u>	<u>Buildings</u>	<u>Parking Lot</u>	<u>Equipment</u>	<u>2012 Total</u>
Cost					
Opening balance	\$ 2,324,930	\$ 9,495,656	\$ 105,094	\$ 17,904	\$11,943,584
Additions	-	130,800	-	-	130,800
Disposals	-	-	-	-	-
Write-downs	-	-	-	-	-
Closing balance	2,324,930	9,626,456	105,094	17,904	12,074,384
Accumulated amortization					
Opening balance	-	6,054,249	105,094	10,741	6,170,084
Amortization	-	247,816	-	1,789	249,605
Disposals	-	-	-	-	-
Write-downs	-	-	-	-	-
Closing balance	-	6,302,065	105,094	12,530	6,419,689
Net book value	\$ 2,324,930	\$ 3,324,391	\$ -	\$ 5,374	\$ 5,654,695

8. Capital Assets (continued)

March 31, 2011

	<u>Land</u>	<u>Buildings</u>	<u>Parking Lot</u>	<u>Equipment</u>	<u>2011 Total</u>
Cost					
Opening balance	\$ 2,324,930	\$ 9,495,656	\$ 105,094	\$ 17,904	\$11,943,584
Additions	-	-	-	-	-
Disposals	-	-	-	-	-
Write-downs	-	-	-	-	-
Closing balance	2,324,930	9,495,656	105,094	17,904	11,943,584
Accumulated amortization					
Opening balance	-	5,814,578	93,310	8,950	5,916,838
Amortization	-	239,671	11,784	1,791	253,246
Disposals	-	-	-	-	-
Write-downs	-	-	-	-	-
Closing balance	-	6,054,249	105,094	10,741	6,170,084
Net book value	\$ 2,324,930	\$ 3,441,407	\$ -	\$ 7,163	\$ 5,773,500

April 1, 2010

	<u>Land</u>	<u>Buildings</u>	<u>Parking Lot</u>	<u>Equipment</u>	<u>April 1, 2010 Total</u>
Cost					
Opening balance	\$ 2,324,930	\$ 9,495,656	\$ 105,094	\$ 17,904	\$11,943,584
Additions	-	-	-	-	-
Disposals	-	-	-	-	-
Write-downs	-	-	-	-	-
Closing balance	2,324,930	9,495,656	105,094	17,904	11,943,584
Accumulated amortization					
Opening balance	-	5,335,266	69,710	5,369	5,410,345
Amortization	-	239,656	11,800	1,791	253,247
Disposals	-	-	-	-	-
Write-downs	-	-	-	-	-
Closing balance	-	5,574,922	81,510	7,160	5,663,592
Net book value	\$ 2,324,930	\$ 3,920,734	\$ 23,584	\$ 10,744	\$ 6,279,992

9. Trust Fund Expenditures

Trust fund expenditures consist of the following;

	Trust Funds – Blind & Visually Impaired		Trust Funds – Deaf & Hard of Hearing	
	2012	2011	2012	2011
Recreational/social/cultural grants	\$ 24,214	\$ 23,896	\$ 10,806	\$ 6,218
Teacher education grants	-	14,000	7,000	10,000
Student prizes	13,525	11,725	3,602	2,815
Scholarships	4,500	6,000	26,700	24,200
Professional development	1,369	300	790	8,878
Investment fees	39,436	38,865	20,969	20,226
Other	<u>16,265</u>	<u>36,836</u>	<u>467</u>	<u>-</u>
	<u>\$ 99,309</u>	<u>\$ 131,622</u>	<u>\$70,334</u>	<u>\$ 72,337</u>

10. Accumulated Surplus

	2012	2011	April 1, 2010
Accumulated surplus is comprised of:			
Internally restricted – trust fund BVI	\$ 5,918,174	\$ 5,756,683	\$ 5,548,163
Internally restricted – trust fund DHH	3,623,472	3,638,807	3,277,401
Unrestricted operating fund	(326,974)	(210,571)	(228,608)
Net assets invested in capital assets	<u>5,654,695</u>	<u>5,773,500</u>	<u>6,026,746</u>
Total accumulated surplus	<u>\$ 14,869,367</u>	<u>\$ 14,958,419</u>	<u>\$ 14,623,702</u>

11. Disclosure of Compensation Greater than \$100,000

In accordance with Section 3 of the Public Sector Compensation Disclosure Act of the Province of Nova Scotia, employees with compensation greater than \$100,000 for the year ended March 31, 2012 are:

<u>Name</u>	<u>Amount</u>
Ley, Susan	\$101,742
Moore, Lori	\$104,091
Tulk, Bertram	\$151,663

Atlantic Provinces Special Education Authority
Schedule 1
Schedule of Continuity – Due to Provinces
For the Year Ended March 31, 2012

	Nova Scotia	New Brunswick	Newfoundland and Labrador	Prince Edward Island	2012 Total	2011 Total	April 1, 2010 Total
Due to provinces, beginning of year	<u>\$ 1,997,580</u>	<u>\$ 2,309,981</u>	<u>\$ 66,820</u>	<u>\$ 480,308</u>	<u>\$ 4,854,689</u>	<u>\$ 3,431,121</u>	<u>\$ 3,419,095</u>
Add: payments received	<u>9,482,000</u>	<u>5,248,160</u>	<u>624,676</u>	<u>889,700</u>	<u>16,244,536</u>	<u>17,122,152</u>	<u>16,193,217</u>
Deduct: distribution of total expenditures							
Administration and consultation (4 Provinces)	903,300	722,640	499,073	133,237	2,258,250	2,099,558	2,097,407
Administration and consultation (3 Provinces)	222,154	177,205	-	32,848	432,207	448,718	425,662
Assessment services	386,862	218,321	54,047	51,913	711,143	708,134	752,435
Centre-based programs	1,291,345	512,889	62,844	160,151	2,027,229	2,102,341	2,551,323
Provincial programs	5,669,932	3,961,861	72,509	420,267	10,124,569	10,273,317	10,287,242
ERIP	-	30,764	8,656	7,986	47,406	48,479	49,085
Amortization	<u>8,747</u>	<u>3,762</u>	<u>786</u>	<u>1,102</u>	<u>14,397</u>	<u>18,037</u>	<u>18,037</u>
Total deductions	<u>8,482,340</u>	<u>5,627,442</u>	<u>697,915</u>	<u>807,504</u>	<u>15,615,201</u>	<u>15,698,584</u>	<u>16,181,191</u>
Due to provinces, end of year	<u>\$ 2,997,240</u>	<u>\$ 1,930,699</u>	<u>\$ (6,419)</u>	<u>\$ 562,504</u>	<u>\$ 5,484,024</u>	<u>\$ 4,854,689</u>	<u>\$ 3,431,121</u>